

**DEVELOPING POP UP MEDIA FOR EL FIVE
PARTICIPANTS OF ENGLISH FOR HOLIDAYS PROGRAM
OF YOGYAKARTA STATE UNIVERSITY**

A THESIS

Presented as Partial Fulfillment of the Requirements for the Attainment of the
Degree of *Sarjana Pendidikan* in English Language Education



by

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YOGYAKARTA STATE UNIVERSITY
2013**

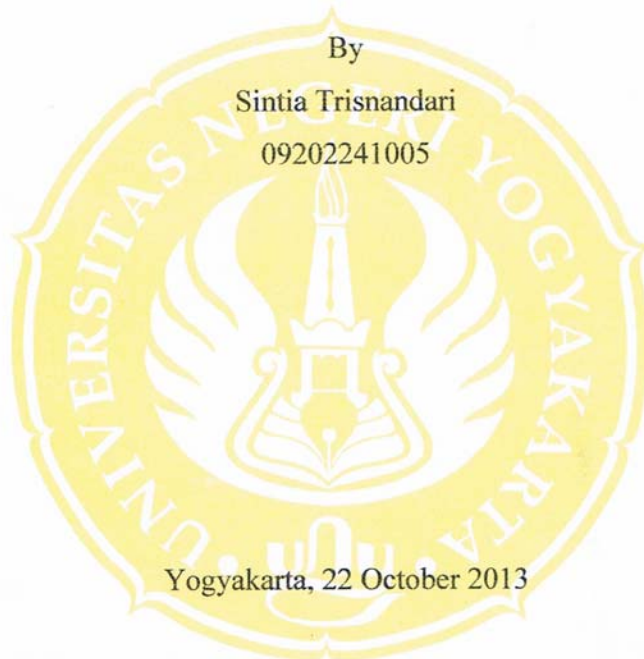
APPROVAL SHEET

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UNIVERSITY**

A Thesis

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Menyatakan bahwa karya ilmiah ini adalah hasil pekerjaan saya sendiri. Sepanjang pengetahuan saya, karya ilmiah ini tidak berisis materi yang ditulis oleh orang lain, kecuali bagian-bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tata cara dan etika penulisan karya ilmiah yang lazim. Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

Yogyakarta, 23 Oktober 2013



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MOTTOS

“The journey of a thousand miles begins with a single step”

-chinese proverb-

DEDICATIONS

This thesis is dedicated to:

Me, myself

My beloved parents

My beloved family

My special one

Ibu Nury Supriyanti, M.A

My lovely friends

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Alhamdulillah, praise be to Allah the Almighty, for the blessing and the guidance with which I can complete this thesis. I would like to show my sincere gratitude to all people who have supported me in finishing my thesis.

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Finally, I realize that this thesis is so far from being outstanding. Therefore, I invite you as the readers to give critical comments and suggestions, from those who are deeply concerned in such a topic. However, I expect that this thesis will give worthwhile contributions to all readers.

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ABSTRACT

The study is aimed at producing and developing Pop Up media as an instructional media in the teaching English for EL Five A participants of English for Holidays program. The product of the thesis is the Pop Up media for teaching of Listening, Speaking, Reading, and Writing.

This study is classified into Research and Development (R&D), since the purpose of this study is to develop a product used for teaching process. There were six steps taken in this research. They were conducting a need analysis, writing the course grid, designing, producing, assessing, revising, and implementing. The subjects of the research were 11 participants of English for Holidays program in EL Five A class. The data of this study were qualitative and quantitative. The qualitative data were obtained from the interview and reflective field note, while the quantitative data were obtained from the questionnaires. The questionnaires were distributed to the content experts, the media expert, the classroom teacher, and also to the participants in order to assess the media. The qualitative data were analyzed in the descriptive form while the quantitative data were analyzed with simple descriptive statistics.

The products of the research are Pop Up media for teaching Listening, Speaking, Reading and Writing to the EL Five A participants of English for Holidays program. From the assessment and the responses given by the content expert, media expert, classroom teacher, and the participants, it is concluded that the Pop Up media as the products of the research are feasible to be used for the English instruction. The percentage score based on the assessment form the content expert is 79.4%. In addition, the percentage score given by the media expert is 96%. Furthermore, the percentage score from the classroom teacher is 77.5%. The result means that the Pop Up media are very good and feasible to use as the media to teach English to children. Then, the percentage score based on the responses from the participants is 89.4%. It means that the Pop Up media was very good and feasible to use as the media to teach English.

CHAPTER I

INTRODUCTION

A. Background of the Problem

Although in Curriculum 2013, English is not going to be applied ~~attached~~ in the teaching and learning process in Indonesia primary schools as the government attempts to reverse falling standards in Bahasa Indonesia, teaching and learning of English in Indonesia still gets more and more positive response from the society. It is proven by the high percentage of parents sending their children to formal and non formal institutions to learn English from early childhood. However, English teachers in Indonesia still have difficult task of finding access and providing English models for their learners. Moreover, children still find it difficult to use their English since they did not have a place or environment where they can use their English. To help overcome those problems, there are so many non formal English courses in this country. One of non formal English courses that get positive responses from society is English for Holidays program. This program is annually conducted by English Education Department of Yogyakarta State University. It is a program aimed at helping learners to learn more English in fun environment.

English for Holidays of Yogyakarta State University is an annual English program for children and teenagers from kindergarten until senior high school which

is held during the school holidays. Moreover, this program is expected to hold in fun, cheerful, and carefree conditions. English for Holidays offers cheerfulness, friendliness, care and establish relationship among children and teachers. EFH serves indoor and outdoor activities in English atmosphere with different themes of each year. The program that is held by English Education department is created to facilitate learners' interest and enthusiasm in learning English in fun way. It consists of some fun and interesting activities, such as: Opening Ceremony, Campus Grand Tour, Class Activities, Outdoor Activities, Barbeque, Field Trip and Closing Performance.

In line with some of non formal English courses for children in Indonesia, English for Holidays program tries to provide appropriate approaches in teaching and learning process especially appropriate activities for teaching children. Based on the goal of this program which is trying to provide a fun and enjoyable English learning environment, It uses theme based approaches and various activities for their classroom activities in order to make the materials and activities contextual and meaningful for children.

In order to make an English teaching and learning process to young learners effective, the teachers of English for Holidays should provide interesting materials, good media and interesting activities which encourage learners. The teachers also need to develop good interaction with the learners. Comfortable classroom and various media to support the teaching learning processes are also importantly needed.

To provide good media for English teaching instruction to young learners, Pop up media can be alternative. It consists of pictures which are good for teaching young learners as what is said by Pinter (2006: 69) that visual aids, such as pictures, will attract children's attention. By using a picture, learners' attention will be more focused. Pictures can create learners' inspiration and motivation to know the content of the message of those pictures.

Pictures also have a power to clarify a problem. It means that by seeing the clear pictures, the learners will understand more about the lesson. In addition, Hunt and Cerf in Jacobs (2010:1) revive the 19th century by introducing the concept of pop-up books which allow young readers to create three-dimensional worlds by simply pulling a tab or turning a page. Their guiding belief is that these books are more interactive and thus more engaging to young readers. They believe that Pop Up book can be a media for teaching English for young learner. In addition, Pop Up book also provides space for the learners to enjoy the fantasy, imagination, and movement since it includes moving objects that can stimulate the learners to explore their fantasy and imagination. The learners can get more than just hearing the sound since the learners can enjoy the moving object in the Pop Up books which is colourful.

Considering the facts above, the researcher is interested in developing Pop Up media for teaching English, especially for EL 5 learners of English for Holidays Program of Yogyakarta State University to provide a good media which can be used effectively for English teaching and learning process.

B. Identification of the Problems

Although, there are many non formal institutions which provide English lessons or courses to be introduced and taught to children nowadays, it seems that there are still many courses which are not yet providing appropriate materials for their little learners. The materials or methods they used in teaching sometimes have no significances difference with the materials and teaching methods to adults. In other words, they do not differentiate the materials and methods used. It is such a contrast with the theory that a child's age determines certain points of language acquisition that they should already have reached. They have their own capabilities, needs and interests. Thus, the materials for teaching language to children should be different from materials for teaching language to adults.

Before conducting the study, the researcher has interviewed some of the English for Holidays teachers of L5 and L6 classes in the year of 2012. They had 12 and 13 participants in their class. This class focused on the development of children's communication in English and also tried to provide enjoyable activities for their participants. They tried to introduce and to enrich children with English knowledge, to motivate children in ~~study~~ learning English and to build children's characters through fun English learning activities.

The teaching-learning activities were designed based on theme-based syllabus designed by the class teachers and were fitted with children's levels and interests. Most of the teaching-learning processes were held in the classroom by using many kinds of supporting media such as LCD, laptop, speakers and media kits to increase

Comment [L1]: is designed

Comment [L2]: is

children's interest in learning. In its teaching-learning activities, L5 class teachers used different kinds of learning activities, i.e. singing some songs, playing same games, telling a story, MC-ing and many more.

Comment [L3]: uses

However, there are some difficulties in making appropriate materials for teaching and learning activities for young learners. We know that the materials for teaching language to young learners should be different from materials for teaching language to adults. The fifth grade students are still considered as young learners but they are also leading off to be adolescents learners (Pinter: 2006)~~are~~. The fifth grade learners, according to Harmer (2007), commit passionately when they are engaged with the materials and learning activities, can talk about abstract issues to a certain point, can use many different ways of studying and practicing language, and should link teaching to their everyday interests and experiences. Therefore, it can be conclude that there are many considerations when the teachers want to make appropriate material for young learners especially for fifth grade elementary school students.

Through those interviews, some inputs related to the instructional media being used to be fitted to the problem in the EFH that will be analyzed in this study are found. In regard to the situations stated previously, the researcher tries to develop theme-based media in form of Pop Up for L5 participants of English for Holidays that hopefully can be used as a good instructional media.

C. Limitation of the Problems

Since there is a large number of English teaching media that can be developed and based on the background of the study and the problem identification above, this study is limited to the media in the form of the theme-based Pop Up Book which can be flexibly used for teaching L5 participants of EFH in future years.

D. Formulation of the Problems

In line with the identification and the limitation of the problem, this research is formulated as follows:

1. How can Pop Up media be developed for English teaching instruction to the L5 participants of English For Holidays program?
2. What are the characteristics of appropriate Pop Up media to be developed in teaching L5 participants of English For Holidays program?

E. Objective of the Study

Based on the formulation of the problem above, the objective of this study is developing a suitable Pop Up media for English teaching instruction for EL 5 participants of English for Holidays Program.

F. Significances of the Study

This research is expected to have some advantages for all the participants involved both in this research and the English teaching and learning reading through stories. They are:

1. For the media developers

It is expected that the result of this study can be used as a useful reference for the media developer, especially for those who developed instructional media for teaching English for children.

2. For English Education Department of Yogyakarta States University

The result of this study can be used as a source of instructional media and activities in English teaching and learning process in English for Holidays Program next year.

3. For other teachers of English for Holidays Program

This study is expected to provide them an alternative media to teach English for children and also to inspire and motivate them to be more innovative in developing an interesting and effective media to teach English.

4. For program developers

It is expected that the result of this study can be used as a useful reference for other English non formal courses. They can adapt the EFH methods to teach their students better.

5. For other researchers

This study is expected to be a reference for them in conducting another similar study, especially in the field of media development.

CHAPTER II

LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

LITERATURE REVIEW

A. Language Instruction for young ESL/EFL Learners

Children are different from adults. Anning in Brewster (2002:30) states that children have their own uniqueness in thinking and learning. Teachers can think of learners as having individual differences but who learn using similar strategies to other children. They are different from adults in the characteristics. They cannot be treated like adults since they are not adults in the miniature. The adults' world and the children's world are not the same. Scott and Yteberg (1990:1) divide children into two main groups; to five to seven years olds and the eight to ten years old. The eight to seven years old children generally are more mature with an adults side and a childish side. They already have their basic concept and views of the world. In contrast, the children at the age of five to seven years old cannot decide what to learn but they are very positive and enthusiastic about learning.

1. Characteristics of Children's Learning

There are four characteristics of children's learning discussed in this sub chapter, they are:

a. Attention span

Attention span in children is variable depending on age. children's normal attention span is three to five minutes for every year of age. In other words, a 2-

year-old should be able to concentrate for at least six minutes and a 5-year-old should be able to focus for 15 minutes. However, some children's can pay attention longer than that.

According to Brewster and Ellis (2002:29), one way to enlarge the children's attention span is by giving them opportunities to choose and decide an action. Children attention span is normally related to his or her age. On an average it is two to five minutes per year of the children's age. Children with short attention spans are likely to be impatient while listening, waiting for their turn to speak, and have a hard time returning to an unfinished task once they are interrupted. By knowing the children's attention span, it will enable the teacher to schedule the steps in the process of language teaching appropriately.

b. Curiosity

When children are curious about something, they will expect and anticipate new ideas related to it. It means that they will ask question and search for answer in their minds. Because of the children's curiosity, they try to find lack of the information. It makes them ask about the information actively.

c. Delight in Talking

The children show great skill in producing meaningful language from what they are doing, and tell you about what they have done or heard. They can also plan activities, argue for something and tell you what and why they think (Scoot and Yteberg, 1983). Children usually talk about everything by using their understanding that they get from those who are close to them. At this point, the facility to talk is needed by the children. It is appropriate that the children are

provided with the activities that encourage the to talk in the process of language learning.

d. Having sense of fun

Cameron (2007) writes that happy and fun nuance will help the children to get some competence including the foreign language competences including the foreign language competences. Cameron, Harmer (2007:82) also said that children find them as interesting and fun activities. By engaging the children in the fun activities the teacher will keep the children motivation and enthusiasms, and provides the real world contexts into the classroom. By doing fun activities will generate the children's desire to give contribution to involved in this activity.

2. Teaching English to Young Learners

Therefore, it is important to take positive attitude and enthusiastic into account and make them learn naturally. Teaching ESL to school-age children, therefore is not merely a matter of setting them loose on a plethora of authentic language task in the classroom. To successfully teach children a second language requires specific skills and institutions that differ from those appropriate for adults teaching. Five categories may help give some practical approaches to teaching children.

a. Intellectual Development

Techniques and activities are used in English teaching should fit the children's intellectual development. In learning a new language, children depend on the world around them as they are centred on the here and now and on the functional purposes of language (Brown, 2001:87). It means that presenting abstract concept

should be avoided. Some grammatical concepts can be introduced especially for the upper level of children by showing them certain patterns. Certain difficult patterns require repetitions but the activities should not burden and bore them (Brown, 2001:88). The actual teaching should only include the barest minimum of grammar taught as grammar (Scott and Ytreberg, 2004:6)

b. Attention Span

Limited attention span makes the children easily lose interest in learning unless with engaging activities. According to Brown (2001:88), short attention span children have to deal with material that to them is boring, useless, or too difficult. Since language lessons can at times be difficult for children, your job is to make them interesting, lively, and fun.

Choosing and applying interesting activities by considering the children's need and ages are also needed (Scott and Ytreberg, 2004:5). The use songs rhyme, and storytelling will draw the children's attention to the learning material. It also creates an enjoyable learning atmosphere and makes the children happy.

c. Sensory Input

Designing activities for children should cover visual and auditory modes. Children are excellent observers who can understand language from body language, intonation, gesture, facial expressions, the social context, and the language itself. To help the children make use of these skills, teachers can provide visual supports and ensure that the language is contextualized (Brewster, Ellis, and Girard, 2004:39)

In addition, in teaching English to Children, the teacher does not focus on the spoken word only. It needs more activities which include movements (Scott and Ytreberg, 2004:5). Since children need to have all five senses stimulated, physical activities like role-plays, TPR, and projects, and games should be included. Those kinds of activities and sensory aids help children practice meaningful language and internalize the language (Brown, 2001:89)

d. Affective Factors

Children's learning can be influenced by affective factors. According to Brown (2001:89) children are often innovative in language forms but still have a great many inhibitions. They are extremely sensitive, especially to peers. Children in many ways much more fragile than adults. It can make the reluctant to use language in communication. To minimize the problem, Brown suggests that the teacher should help their students to laugh with each other at various mistakes that they all make, be patient and supportive to build self-esteem, yet at the same time be firm in your expectations of students, and elicit as much oral participation as possible from students, especially the quieter ones, to give them plenty of opportunities for trying things out.

e. Authentic and Meaningful Language

According to Cameron (2001:19), children actively try to construct meaning. Children actively try to make sense, i.e. to find and construct a meaning and purpose for what adults say to them and ask them to do. They can only make sense in terms of their world knowledge, which is limited and partial. Therefore, teachers need to examine classroom activities from the children's point of view in

order to assess whether or not the children will understand what to do or will be able to make sense of the new language.

Authentic, meaningful language is also important for children learning, Brown (2001:90) states that children are focused on what this new language can actually be used for here and now. To keep their willingness and overload of language that is neither authentic nor meaningful should be avoided. Storylines, real-life conversation, and familiar situations and characters will create a context in which language can be used to improve their hypothesis-testing skills in acquiring the first language. They like to talk, even when they do not know much language. They should give a lot of opportunities for meaningful communication activities. They can provide inductive exercise in the second language but the language should be contextualized and motivating. (Brewster, Ellis, and Girard, 2004:39).

B. Non formal Education

The perspective of Non-Formal education is actually a new way of describing very old process of education. Different terms like correspondence education, adult education, distance education, life-long education, community education and out of school education are being used. All these terms are covered under Non-formal education. Any organized activity outside the established formal system whether operating separately or as an important feature of some broader activity that is intended to serve identifiable learning clienteles and learning objectives (Rashid, 1998)

Non-formal education differs from formal education in the sense that it takes place outside the traditional framework of the formal system. However, like formal education, non-formal education is organized and has pre-determined objectives. It also has certain sequential learning structures which are not necessarily graded (UNESCO, 1986)

Non-formal system of education, as is clear from the definition, is organized outside the formal system. Therefore, the non-formal classes are held in community centers, mosques and other religious organization centers, industrial homes, rural health centers, basic health centers and also as evening shift schools. This indicates that it does not have a set system of institutions. This system is financed mostly by the government. But there are some non-government organizations as well which look after this aspect of education. The target group of this system includes mostly out-of-school youth and adults. Actually the non-formal programme are mostly in the form of small projects (Govr. of Pakistan, 1986).

Non-formal education, as a national programme, cannot function in isolation. When other developmental agencies (that are already functioning in the process of development through their various development programmes) some closer to work simultaneously, non-formal education programmes can have direct bearing on improved health and sanitation, better environmental conversation, improved social relationship, sustained preservation of culture, and the like. Adoption of an improved method of production and increase in productivity

would lead to higher standard of living that is a sure sign of personal and national development (Aggarwal, 1988).

Non-formal education is a deliberately organized educational activity, outside the established framework of normal school and university systems, principally, for out of school youth and adults, for the purpose of communicating ideas, developing skills, changing attitudes or modifying behaviour related to the realization of development goals and the achievement of higher standards of living and the welfare of the people (Govt. of Pakistan, 1985)

C. English For Holidays

a. Participants of English For Holidays program

As stated before, English For Holidays is an annual English program which is oriented in participants communicative competencies. Since the program is held in the school holidays, it serves carefree, fun and cheerful condition for participants. Such situation enables the participants to learn English in enjoy, relax, fun but also seriously. The participants come from different backgrounds and levels. They start from kindergarten that in EFH belongs to Kindie class until six grade students of elementary schools and junior senior high school students that being divided into seven classes: L1, L2, L3, L4, L5, L6 and junior senior high school class. In EFH, participants are expected to learn English unconsciously by doing many interesting and fun activities.

b. Teaching methods

The teaching method being used in EFH especially to teach kindergarten (Kindie) and elementary (L1-L3) children, mostly, is Total Physical Response (TPR), than for L4-L6 and senjun class, they mostly used Communicative Language Teaching. Those methods are chosen since it seems to be the most effective method to be applied in teaching a foreign language to young learners.

c. Materials for EFH

In order to fulfill children's need in their holiday, the materials to be delivered to the children in English For Holiday are mostly in the form of songs, games, stories and worksheets that can be adjusted with various themes since the materials being chosen is almost in general topics. Those materials are chosen in regard to the previous theories that seem to be the most appropriate to be delivered to the children since it offers children's liveliness.

In the year the researcher doing this study, the big theme being used is about technology, so the materials being chosen is also have a relation with technology. Technology can contribute to the global development of our pupils and complies with the psychological, linguistic, cognitive, social and cultural objectives of most language teaching programs (Brewster, Ellis and Girard, 2002:203). In regard to the theory, the researcher also uses the materials from computer based program and a simple science experiment to encourage the teaching-learning process.

D. Instructional Media

One of the important elements of the instructional system is the instructional media. Instructional media can improve the students' involvement and attract them to participate in the teaching and learning activities. According to Sugeng (2010:154), media in teaching and learning process are tools to match the learning objective and the learning product. In other words, media are the tools as the bridges between the knowledge transferred by the teacher and the students' comprehension. It can be anything from a simple object to a hi-tech computer unit.

Instructional media is any tools, method, and technique that are to make the communication and interaction between the teacher and the students more effective in the teaching learning process. It is used to support the materials that are given by teacher and the activities in the teaching and learning processes. It is used to show and help someone to learn and how to do something that provide with knowledge. It can be motivate the students to learn and can effectively explain and illustrate the content of a subject. Based on the definition above, an instructional media is something that is put together to carry information between a teacher and the students. In teaching and learning process, an instructional media is used by the teacher to help the students to get knowledge, skill or attitude.

1. Types of Instructional Media

An instructional media can be anything, material and non material, physical and non physical, that are useful to support the communication and

interaction in the teaching and learning process. It can be explaining, motivating, or making clear the thing being discussed or talked about. (Kemp, 1997:73; Hamalik, 1986:23). Moreover, instructional media can be in the form of pictures, flash cards, photocopied handouts, songs, stories, puppets, games, model, or real objects that is put together in the teaching process. For examples, pictures can be seen as an instructional media. It is presented through a painting, drawing, and photograph that gives some situation to the students.

Spratt, Pulverness, and Williams (2005:199) state “media or teaching aids are the resources and equipment available to teachers in the classroom”. They also mention the kinds of media or aids of English teaching for children. those are realia, flashcards, puppets, charts, and the teacher. He describes the teaching sides as follows.

- a. The media is **realia or real objects**. Realia or the real objects are some things that the teachers can easily bring into the classroom. These media can be used to teach vocabulary as prompts for practicing grammatical structures or for building dialogues and narratives for games and quizzes. Realia also include real texts such as menus, time tables, leaflets, etc.
- b. The second media is **flash cards**. They are like realia. Flashcards can be used for teaching individual words or as prompts for practicing grammatical structures.
- c. The third media is **puppets**. Puppets are excellent resources for teaching young learners. For example, a teachers can include new language in

dialogues using a pair of puppets (or between one puppet and the teacher), children can also make their own simple puppets.

- d. The fourth media is **charts**. A teacher can use posters and wall charts (drawing or graphs that can be put on the wall of a classroom) o display larger, more detailed pictures, or series of pictures telling a story or sowing related objects in a lexical set. A phenomenic chart shows the phonemic symbols and the position in the mouth where the different sounds are made. The teacher can point at the symbols to prompt learners to correct their pronunciations. He or she can also use charts to display diagrams, paper drawing and tables of irregular verbs, or to build up a class dictionary.
- e. The last media is **a teacher**. The teacher can use hand gestures, facial expressions and mimes (actions which express meaning without words) to elicit vocabulary items. Clarify meaning and create contexts. A teacher can also build uo a set of signals, such as finger correction, which learners recognize as prompts to correct their own mistakes.

In addition, Paul (2003) explains the kinds of media that can be used to teach. They are pictures, toys, games, and accessories. A teacher also needs other pictures to use in games, to widen the application of language targets and the children's understanding of the world, or just simply to make his or her lessons more attractive. Some of the most useful pictures include themes, maps, people, puzzle pictures, and countries around the world.

A children's class without toys can easily become boring. Even the simplest toys or accessories can have a wonderful effect on a class. They are some things that are good to have colors, counters general game equipments, cards, board games, phonics accessories, things that stick to the boards, and noisy things.

Moreover, Brewster, Ellis, and Girard (2002) explain the media of instructional technology that are used in the English teaching-learning activities for the primary schools. They state that technology can contribute to the global development of the students and complies with the psychological, linguistic, cognitive, social and cultural objectives of most language teaching programs. They also explain how to use the video and the computer as media in English teaching for children.

2. Benefits of Instructional Media

In general, the benefit of instructional media is to facilitate interaction between teachers and students so that learning activities more effective and efficient. Meanwhile, more specifically the benefits of instructional media are:

a. The delivery of learning materials can be standardized

With the help of instructional media, different interpretations among teachers can be avoided and can reduce the information gap between students wherever located.

b. The learning process becomes more clear and interesting

Media can display information through sound, image, movement and color, either naturally or manipulation, thus helping teachers to create a learning atmosphere becomes livelier, is not monotonous and tedious.

c. The learning process becomes more interactive

With the impending communication media two-way active, whereas teachers tend to talk to the media without a single direction.

d. Efficiency in time and labor

By media learning objectives will be easier with the maximal minimal time and effort. Teachers do not have to explain the teaching material repeatedly, because with a single grain using the media, students will more easily understand the lesson.

e. Improving the quality of student learning outcomes

Instructional media can help students absorb the material and learn more easily. If by listening to verbal information from the teacher only, students do not understand the lesson, but if enriched with activities to see, touch, feel and experience themselves through the media, student understanding will be better.

f. Media enables the learning process can be done anywhere and anytime

Instructional media can be stimulated in such a way that students can make learning activities more freely anywhere and anytime, without depending on a guru. We need realize time is very limited study in school and in fact the most time outside the school environment.

g. Media can foster positive attitudes toward students and learning materials

The learning process becomes more attractive that encourages students to love science and love to find your own sources of knowledge.

h. Changing role of teachers towards a more positive and productive

Teachers can share the role with the media so much have time to pay attention to other educational aspects, such as helping students' learning difficulties, the formation of personality, motivating learning, etc.

From the explanation above, it can be said that media are important. The media and materials for teaching are very helpful for teachers. Many kinds of media as explained by Spratt, Pulverness, and Williams (2005) can be used by the teachers appropriately. The use of media is also appropriate for the children's characteristics. Using the appropriate things in teaching and learning processes can motivate the learners to learn well. After that, the teachers will reach out the aims of the teaching. In teaching English for primary schools, the teachers can also use some instructional technology, such as the video and the computer.

E. Pop Up Media

1. Brief History of Pop Ups book

Pop Up Books have been delighting and engaging readers and non-readers, young and old alike, for nearly 800 years. Using inventive ways to fold paper and create movement, pop-up artists and paper engineers transform the printed page

from two-dimensional forms to three-dimensional experiences. The earliest known book to use a movable part was produced in the 13th century by Catalan mystic and poet Ramon Llull of Majorca who used a revolving disc or volvelle to illustrate his theories. Books with movable parts produced during this era, were made for the purpose of educating and conveying ideas to literate adults in a more precise way than could be achieved with a static illustration. One of the earliest movable book that survives today is Peter Apian's "Astronomicum caesareum" (The Emperor's Astronomy) printed in 1540. Its beautifully illustrated volvelles were designed to calculate astrological and astronomical data. Movable books made exclusively for children weren't produced on a large scale until the late 19th century and then only for educational purposes and to teach moral values, Puleo (2011:10).

In the line with Puleo, Stephen Van Dyk and Cooper-Hewitt, in their book, state that the story of movable and pop-up construction begins within the walls of a medieval monastery. The earliest books with movable parts recorded and communicated information and also calculated data. Illustrated volvelles or wheels were superimposed on the surface of a page, turning to align data to calculate the position of the stars, church calendar, astrological signs, and the like. It is thought that the Benedictine monk Matthew Paris employed volvelles to determine ecclesiastical dates as early as the 13th century, as did the Catalan mystic and poet Ramon Llull shortly thereafter to explain his theory of spirituality and truth.

However, in more modern times, wheels, placed within texts or as stand-alone objects, have been used to count calories, match paint colors, and identify bird species, score contract bridge, and present fun facts about American presidents.

2. Definition of Pop-Ups Book

The term pop-up book is often applied to any three dimensional or movable book, although properly the umbrella term *movable book* covers *pop ups*, *transformations*, *tunnel books*, *volvelles*, *flaps*, *pull-tabs*, *pop-outs*, *pull-downs*, and more, each of which performs in a different manner. Also included, because they employ the same techniques, are three-dimensional greeting cards. According to Stephen Van Dyk, Cooper-Hewitt (2011:4), movables have mechanisms such as flaps, pull tabs, and wheels (volvelles) that cause movement on the page surface. Pop-ups employ various folding devices that cause figures to lift, pop up, rise and unfold, or unfold and extend when a page is opened. Despite changes in technologies, materials, and mechanisms, contemporary books, like their predecessors, are still assembled by hand and share some of the same construction principles. And although we may associate pop-ups and movable books with children, adults were the original audience for what was anything but child's play.

Susan R. Frampton, Program Coordinator of the Smithsonian Institution Libraries states that Pop Ups book is movable books were designed to illustrate complex subjects in ways that static books couldn't. She add that the exhibit was meant to show the "fun side of the genre". Presents more than 50 examples of

action-packed constructions and inspired works of art spanning 500 years. A geometric diagram of the basic principle of a pop-up book: the parallelogram. Design and creation of such books in arts is sometimes called "paper engineering". This usage should not be confused with traditional paper engineering, the engineering of systems to mass-produce paper products. The artistic aspect of paper engineering is related to origami in that the two arts both employ folded paper. However, origami in its simplest form doesn't use scissors or glue and tends to be made with very foldable paper; by contrast, pop-ups rely more on glue, cutting, and stiff card stock.

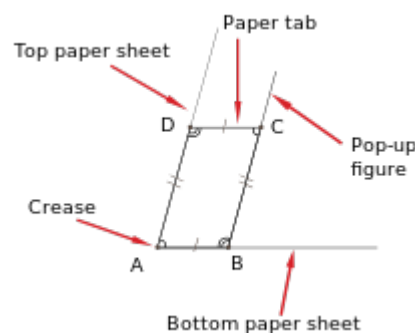


Figure 1: **Pop-up and movable books**

3. What Makes Pop-ups Pop?

The answer lies in a variety of methods of cutting and folding, and in mechanisms hidden behind and underneath the page. The construction methods are endless, but they can be divided into four categories: movable parts that lie flat, images that pop up, books that fold, and fantastic forms that use multiple mechanisms (Van Dyk, Stephen and Hewitt; 2011:19).

- a. **Movables:** Elements lie flat on the page—but they don't lie still. These books fall into a few basic construction types: volvelles or wheels, flap books, and pull tabs.
- b. **Pop-ups:** Three-dimensional figures spring to life in pop-up books, rising from the surface of the page. Four basic construction techniques are used in creating pop-ups: stage set, v-fold, box and cylinder, and floating layers. In each of these methods, cleverly folded paper cut-outs unfold when the book is opened and a page is turned.
- c. **Folding mechanisms:** Some books are designed to open like an accordion, or to fan out and form a circle. Books that unfold can take a variety of forms, which are called leporellos, carousels, and tunnel books or peep-shows.
- d. **Multiple constructions:** Contemporary paper engineers don't confine themselves to a single method. By exploring combinations of construction techniques, they find new ways to amuse, teach, and surprise us. Paper is no longer the only material used. Plastic, string, mirrors, and sticks are now part of the pop-up mix.

4. Types of Pop Up Book

a. Transformations

It shows a scene made up of vertical slats. When a reader pulls a tab on the side, the slats slide under and over one another to "transform" into a totally different scene. Ernest Nister, one of the early English children's book authors,

often produced books solely of transformations. Many of these have been reproduced by the Metropolitan Museum of Art.

b. Volvelles

They are paper constructions with rotating parts. An early example is the *Astronomicum Caesareum*, by Petrus Apianus, which was made for the Holy Roman Emperor Charles in 1540. The book is full of nested circular pieces revolving on grommets.

c. Tunnel books, (also called peepshow books)

It consists of a set of pages bound with two folded concertina strips on each side and viewed through a hole in the cover. Openings in each page allow the viewer to see through the entire book to the back, and images on each page work together to create a dimensional scene inside. This type of book dates from the mid-18th century and was inspired by theatrical stage sets. Traditionally, these books were often created to commemorate special events or sold as souvenirs of tourist attractions. (The term "tunnel book" derives from the fact that many of these books were made to commemorate the building of the tunnel under the Thames River in London in the mid-19th century.) In the United States, tunnel books were made for such attractions as World's Fairs and the New York Botanical Gardens.

5. Pop Up Elements

- a. Box and cylinder:** A box-like cube or rounded cylinder rises from the center of the page spread as the book is opened.

- b. Carousel:** In a carousel book, the covers are folded back and opened to a complete circle and secured with string, Ribbon, snaps, or Velcro. This creates a series of three-dimensional dramatic scenes that tell a story or sometimes present a set of little rooms to play in.
- c. Dissolving images and slats:** An illustration changes into a completely different scene at the pull of a tab. The dissolving effect, or transformation, is achieved by the pictures being printed on horizontal, vertical, or circular sections that slide over each other. These are sometimes also called metamorphoses.
- d. Flap or lift the flap:** One of the simplest forms in a movable. When a piece of illustrated paper, attached to the base page at a single point, is lifted, a hidden illustration, message, or movable is revealed. Harlequinades or pantomime books, in which each lifted flap changes the picture or reveals a new twist in the plot, are a form of flap mechanism. Flaps may be cut into the shape of the illustration.
- e. Floating layers or platforms:** This mechanism is best understood when seen from the side. Hinged multi-tier paper supports lift an illustration off the page, creating the illusion that it is floating over the surface.
- f. Harlequinades and metamorphoses:** A series of flaps that when lifted reveal a new picture or message. Also, a booklet with illustrations split in the center, laterally. When the illustration is folded up or down, or the series of flaps are lifted, a new picture or message underneath is revealed. Some 18th-century flap books were inspired by the theater. Often

featuring the comic character Harlequin, these were called harlequinades or pantomime books.

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- i. Leporello:** An accordion book formed of one long sheet of folded paper that stretches out in a zigzag or concertina shape. It is named after Leporello, the servant in the opera Don Giovanni, who carries such a book to record the endless list of Giovanni's romantic conquests.
- j. Paper engineer:** An artist who uses various techniques (e.g., cutting, folding, and/or gluing) to make paper illustrations move or pop up. The paper engineer may or may not also be the illustrator.
- k. Pull-tab:** A sliding paper tab, ribbon, or string is pulled, pushed, and maneuvered to reveal a new image. The tabs can also activate a pop-up. A figure goes into action when you pull or slide a tab: dancers sway, dogs sit up and beg, robots move.

- l. **Stage set or multiple layers:** A book becomes a theatre set when it is opened to a 90-degree angle. This was one of the first constructions to be used for pop-up books and particularly suited to display interior scenes.
- m. **Tunnel book or peep-show:** A series of cut paper panels are placed or hinged one behind the other, creating the illusion of depth and perspective, like looking into a tunnel. The term “peep-show” is derived from 18th- and 19th-century itinerant showmen who carried these mechanisms from place to place and charged a fee for viewing.
- n. **V-fold:** This versatile form is what most people think of when they hear the term “pop-up.” The pop-up element is attached to facing pages and unfolds from the center of the page when the book is open; it collapses into itself when the book is closed.
- o. **Volvelle or wheel:** An illustrated paper disc or circle is attached to a page using string, paper, or grommets and revolves around a central pivot. As the reader turns the wheel, the discs align images and information. The disc can be perforated to reveal designs underneath. The word volvelle is derived from the Latin verb, *volvere*, to turn.
- p. **Waterfall:** An embellishment of the pull-tab activated flap, several flaps open onto each other sequentially as the single tab is pulled in the opposite direction.

F. Pop Up books as Instructional media

From the 16th century onward, the publishing of illustrated works grew rapidly. Advances in printing made books more accessible, and scholars demanded up-to-date recorded knowledge. Then, as an instructional media, based on classification of technology media for learning suggested by Seels and Glasgow (1990) in Arsyad (2006:33), Pop up books belong to the Non-projected still visual media. Some research studies support Pop book, which contain words and pictures, as instructional media for teaching reading. Moreover, Wisman and Mierhenry in Marshall (2002:7) extend Dale's concept to conclude that people will generally remember:

- 10 percent of what they read
- 20 percent of what they hear
- 30 percent of what they see
- 50 percent of what they hear and see

Additionally, Stephen Van Dyk and Cooper-Hewitt (2011) mention some benefits of using pop ups book as instructional media, they are as follows:

- Movable and pop-up books were used to demonstrate visually complex systems, particularly relating to medicine, mathematics, and technology. How better to explain the intricate layering and position of organs in the human body than by creating a series of hinged flaps that when opened reveal, for example, the chest cavity, as in David Pelham's *The human body* (1983), or the multiple valves and muscles of the heart in René Descartes' *De homine [On Man]* (1662).

- Movable and pop-up books teach in clever ways, making the learning experience more effective, interactive, and memorable. In late-18th-century England and America, an educated middle-class population emerged from the Industrial Revolution. They recognized the importance of childhood and had disposable income to purchase books to educate their sons and daughters. As a result, publishers developed books specifically geared to teach religion and manners, picture books that could be read aloud to children, illustrated arithmetic and ABC primers, as well as stories for pure entertainment.
- Movable and pop-up books offer enticements to learn when they present a chance to interact by pulling tabs, turning wheels, and becoming part of the action. For young readers, visuals can easily illustrate abstract concepts such as the opposites of night and day, summer and winter.
- Movable and pop-up books also help us document, explore, and experience the wonders of our built and natural environment.
- Movable and pop-up books provide new perspectives and enhance our experience of everyday activities and surroundings.
- Movable and pop-up books have also reflected the influence of popular culture and the mass media.
- Most movable and pop-up books were created to entertain, and many of the great innovators designed books that still amuse us. The interactive elements of movables and pop ups are much like playing a game. The amusement and delight of discovery and the ability to lift and pull mechanisms are all opportunities for the reader to participate.

G. Developing instructional Media

1. The principles of Developing Media

The principle on which the media is developed is based on the theory of instructional media. The term 'media' refers to the generic concept of the entire object that are used to aid instruction. Media is any tools, method and technique that are used to make the communication and interaction between the teacher and the students more effective in the teaching learning process. It is used to support the material that are given by the teacher, it can motivate the students to learn and can be anything, material and non material, physical and non physical, that are useful to support the communication and interaction in the teaching and learning process. It can be explaining, motivating and making clear the thing being discussed.

In developing visual media, including pop up book, Brewster, Ellis and Girard (2004:141) state that when teachers plan to use a key visual to link language learning, the need to consider the main learning focus of the lesson, analyze the thinking and language demands of the main learning expected, link this to an appropriate, use the planned activities supported by key visual and activities, organize work in pairs or groups as appropriate visual and activities, organize work in pairs or groups as appropriate, use the planned activities supported by key visual to draw on students' existing knowledge, model new language and allow for rehearsal. Consolidation and application of their new knowledge.

2. The Steps of Developing Media

There are one principles in developing instructional media. Sadiman (2003:89-111) proposes five steps of developing instructional media. They are as follows.

- Analyzing the students' need.
- Formulating instructional objectives.
- Developing the media
- Evaluating the media.
- Revising the developed media

a. Analyzing the students' need.

The starting point of developing the media is conducting needs analysis. The developing of the media developed should be based on an analysis of learner needs. This process is carried out to get the students learning needs, wants, wishes, and desire. Since the learner and the teacher know what kinds of media that are needed, it will be the basic aspects in developing the media.

b. Formulating instructional objectives.

In this point, the developer decides the instructional objective first. Here the objectives are set out in the syllabus or curriculum guidelines, which underpin the teaching program. The media designer may modify the objectives if they are not written in a form which can be directly translated into the media. The objectives, for instance, the students perform to accompany classroom actions within the daily context.

c. Developing the media

In developing the instructional media, the formulation of the media is based on the students' needs. Here, the needs analysis is used as the basic for formulating the media in line with the theme that used in the English for Holidays 2013 and the materials taught by the teacher.

d. Evaluating the media.

The fourth point in designing the media should be the evaluation. The evaluation the media is used to assess the quality of the media and to measure whether or not the media is in line with the learning objectives. The evaluation of the media can be in the form of observation sheets. Using the observation sheets, the developer gets the response from the other teacher as the basic of the evaluating developed media.

e. Revising the developed media

The last point in designing media should be revision. This stage is used to correct and improve the developed media. Here, the revision is based on the evaluation of the media. The correction and improvement of the media are done if it is needed. The responses from the teachers and respondents on the evaluation questionnaire are used to revise it.

Additionally, Arsyad (2002:104) states that the success of the using of visual media is affected by the quality and effectiveness of visual elements. It means that the success of the using of visual media can be reached by developing it well through good planning, managing and organizing for qualified and effective media. Moreover, Arsyad (2002:105) suggest some design principles and visual

elements which should be accommodate well in developing visual media to create good visual media. They are:

1. Designing Principles

- a. Simplicity
- b. Unity
- c. Stressing
- d. Balance

2. Visual Elements

- a. Form
- b. Line
- c. Texture
- d. Colour

In conclusion, there are some steps and principles which should be accommodate in creating visual media, including Pop Up books. It is important for creator to pay attention to the principles to produce the instructional media. By the principles, the product can work well so that it can also facilitate the instructional process well.

CONCEPTUAL FRAMEWORK

As what is explained in the background of the study and identification of the problem, now days, the needs of developing media in language instruction become an important thing. The instructional media can be used as one way for solving the problems in English instruction.

In this case, many researchers state that explanations presented in words and pictures can increase in the students' comprehension. It means that words, pictures and the variations, as what is included in Pop Up books as the examples of visual media, can help the teacher for teaching English as foreign language to the students,

In addition, Pop Up books facilitate the students' imagination since it includes moving object that can stimulate the students to explore their imagination. That kind of media can help the teacher in teaching reading for younger learners, including the students of EL 5 students of English for Holidays program of Yogyakarta State University in the year of 2013, to meet the learners' special characteristics and needs as younger learners.

However, developing Pop Up books as the instructional media should consider some elements as mentioned in the literature review. Some steps should be followed the evaluate the instructional media,

Based on the explanation above, the use of Pop Up book as the instructional media for the students of English for Holidays program as non formal course is important to facilitate their English language learning. Additionally, the instructional media can also be an alternative to solve the

problem in reading instruction. Thus, this research aims at developing Pop Up book as a media for teaching English to the class EL 5 A OF English for Holidays program of Yogyakarta State University in the year of 2013.

CHAPTER III RESEARCH METHOD

A. Research design

The study is classified as a Research and Development (R&D) research study, the purpose of the study is to develop a product that can be used as an educational program. Educational research and development (R&D) is a process used to develop and validate educational products (Borg 1983:772). The products of the study were developed and validated by following the methodological steps in the Research and Development study. The methodological steps of R&D research referred to the R&D cycle. This cycle consists of studying research findings related to the product to be developed, developing the product based on these findings, field testing it in the setting where it was used eventually, and revising it to correct the lacks found in the field-testing stage. This cycle is repeated until the field test data indicates that the product meets its behaviorally defined objectives (Borg and Gall, 1983: 775).

B. Product of the study

The instructional products were produced in the study is the researcher's contribution for the educational development. The product of this study are the English instructional media in the form of a *Pop Up media* for teaching English to the EL 5 A participants of English for Holidays program of Yogyakarta State University in the year of 2013.

C. Participant of the study

The subject of the study consisted of the EL 5 A participants of English for Holidays program of Yogyakarta State University in the year of 2013. There were eleven participants. Seven participants were female and four participants were male. The ages of the participants varied from 11 to 12 years old. They had varied family's backgrounds, motivation in learning English and attitude toward English.

D. Setting of the study

The research study was conducted in EL 5 A class of English for Holidays program of Yogyakarta State University in the year of 2013. This program was held by English Department of Yogyakarta State University in the year of 2013. It was situated in Languages and Arts Faculty building (GK1 and C15). This program is an annual English program for children and teenagers from kindergarten students until senior high school student which is held during school holidays. In the year of 2013, there were 16 classrooms, 4 classes of kindie, 3 classes of EL 1, 1 class of EL 2, 2 classes of EL 3, EL 4 and EL 5, 1 class of EL 6 and junior and senior high school class.

E. Research Instruments

The instruments of the study were interview guidelines, questionnaires, and reflective field notes. A questionnaire was an instrument which was used to gather information through the participants' written responses to a list of questions. While an

interview is a method used to collect information from the respondents through an ask-answer activity lead by the interviewer (Arikunto:2002). The interview guidelines were used to collect the qualitative data in the form of interviews transcripts.

The interviews were conducted by interviewing groups of teachers. The researcher provided a set of interview questions and asked the group of teachers. Then, group's responses were audio recorded. The interview was conducted to find some information about the children's characteristics and needs of English learning and was aimed at obtaining the data of the needs analysis. The result of the interview was gained from the teachers of EFH in the year of 2011 and 2012 through an ask-answer activity lead by the interviewer.

The other instruments used in this research study were questionnaires. The questionnaires that used in this study were a close-ended type of questionnaire for content expert, media expert, classroom teacher and the participants of of EL 5 A Class of EFH in the year of 2013.

. Those questionnaires contained some questions related to the general opinion and suggestion about the instructional media used. The opinion and suggestions were used to revise and improve the instructional media.

1. Interview / Need Analysis

The result of the interview was gained from the teachers of EFH in the year of 2012 and 2013 through an ask-answer activity lead by the interviewer. These interviews were used to investigate the children's needs, especially related to the use of the instructional media. The data were necessary for designing the appropriate

instructional media for the children. This interview was also used in getting the need analysis to obtain data about children's profiles, needs, preference.

a. Validity

For validity of the interview guide, construct validity were used. The researcher discussed the aspects of the interview guide with the first consultant to know whether the interview guide was able to measure what was intended to be measured. The constructs were used in the development of the interview guide were taken from some theories related to children profile, children's learning activities in the class, children preferences, and topic of the material (Tomlinson, 1988; Hutchinson and Waters, 1987). The following is the organization of the interview guide.

Table 1: The Outline of the Interview for Students' Needs Analysis by Teachers of EFH last Year

Question number	The Purpose of the Questionnaire	References
1-3	To find some information about children profile	Tomlinson (1988:172)
4-6	To find some information about children learning activities in the class	Hutchinson and Waters (1987:62)
7-9	To find some information about topic of the materials and media that the children's need.	Hutchinson and Waters (1987:62-63)

b. Reliability

Inter-rater reliability was used to measure the reliability of the interview guideline. The researcher interviewed some teachers who taught in English for

Holidays program in Yogyakarta State University more than once. After conducting the interviews, the researcher made and analyzed the transcript. It was found out that the result were similar. Based on the result, the interview guideline was appropriate to be used to collect the data.

2. First questionnaire

The first collected data was gained from the content expert through a questionnaire. It aims to obtain the content expert's opinion and suggestions. The data gained from this questionnaire was used as the consideration in evaluating the content of media.

a. Validity

Construct validity were applied to find the validity of the instrument. To fulfill the validity, the researcher discussed the questionnaire with the first consultant by using the construct validity to check whether the questionnaire had the capability to measure what it was intended to be measured. The researcher consulted the outline of the questionnaire to make sure whether the questionnaire is capable to obtain the information of the quality of media as the evaluation of it. When constructing the questionnaire, the researcher took some references related to criteria of the good media and the aspects of evaluating the media. The outline of the second questionnaire is shown in the Table 2 below.

Table 2: The Outline of the First Questionnaire for evaluating the content of media

Aspects	The aim of the questionnaire	Item Number	References
Goals	To find out information concerning the relation among the materials, the syllabus/ course grid and the learning objectives	1-5	Brewster, Ellis and Girard (2002) Pedoman Pembelajaran Bahasa Inggris di Sekolah Dasar (2007) Nunan (1989)
Activities	To find information concerning the activities of the developed materials	1-10	Paul (2003) Nunan (1989)
Setting	To find information concerning the setting of the tasks	1-3	Nunan (1989)
The Layout	To find information concerning the appearances of the designed materials	1-8	Brewster, Ellis and Girard (2003)

b. Reliability

Alpha Cronbach formula was used in this first questionnaire. After distributing the questionnaire, the researcher made a recapitulation of the content expert's answers. The questionnaire to be evaluated was given to an expert in material in teaching English for children. There were five possible points from the content expert, those were, Very Good for 5 points, Good for 4 points, Fairly for 3 points, Poor for 2 points,

and Very Poor for 1 point. After the content expert filled the questionnaire, the researcher made the recapitulation of the expert's answer. Then, the researcher used the Alpha Cronbach formula to find the reliability coefficient of the questionnaire.

3. Second questionnaire

The second questionnaire was for gained the media expert's suggestions and opinion towards the media. This questionnaire is about the aspects of the appearance and the development of the media. It was aimed at finding the respondent's opinions and suggestions about the media to developed the instructional media.

a. Validity

Construct validity was used to investigate the validity of the questionnaire. She discussed the outline of the questionnaire with the first consultant to make sure that the close-ended questionnaire was capable to give the information of the quality of media as the evaluation of it and providing information about the media expert's opinion and suggestions related to the developed the instructional media. The researcher used references related to criteria of the good media and the aspects of evaluating the media. The outline of the third questionnaire is shown in the Table 3 below.

Table 3: The Outline of the Second Questionnaire for evaluating the media expert

Aspects	Indicators	Item Number	References
Appearance	The quality of the illustration color The quality of the text colors The quality of the font type choices The appropriateness of the picture choices The quality of the picture	1-5	Arsyad (2002) Arsyad (2002) Arsyad (2002) Arsyad (2002) Arsyad (2002)

Developmen	The ease of interaction of the media The movable elements work well The appropriateness of the picture choices The appropriateness of the arrangement of the pictures Splitting of the pictures The text efficiency and effectiveness	1-5	Heinich, et al (1996) Heinich, et al (1996) Arsyad (2002) Heinich, et al (1996) Heinich, et al (1996) Heinich, et al (1996)
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b. Reliability

To show the reliability of the questionnaire, the questionnaire was administered to the media expert. After distributing the questionnaire, the researcher made a recapitulation of the media expert's answers. The questionnaire to be evaluated was given to an expert in instructional media for children. There were five possible points from the content expert, those were, Very Good for 5 points, Good for 4 points, Fairly for 3 points, Poor for 2 points, and Very Poor for 1 point. The third step, the researcher used the Alpha Cronbach formula to find the reliability coefficient of the questionnaire.

4. Third questionnaire

The third was for the classroom teacher of of EL 5 A Class of EFH in the year of 2013. The aspects of the material aspects and instructional aspects was included in the questionnaire.

a. Validity

In line with other questionnaires before, the researcher used construct validity to find the validity of the instrument. To fulfill the validity, the researcher held discussion with the first consultant by using the construct validity to check whether the questionnaire had the capability to measure what it was intended to measure. The researcher consulted the outline of the questionnaire to make sure whether the questionnaire is capable to give the information of the quality of media as the evaluation of it. When constructing the questionnaire, the researcher took some references related to criteria of the good media and the aspects of evaluating the media. The outline of the fourth questionnaire is shown in the Table 4 below.

Table 4: Outline of the Third Questionnaire for Teacher classroom's Feedback and Evaluation

Aspects	Indicators	Item Number	References
Material	The inputs of the materials are related to the learners' characteristics The materials are up-to date The input materials are interesting The effectiveness of the language use in explaining the materials Quality of pictures in explaining the concepts Quality of the instructions Quality of the examples Quality of evaluation items The balance between the materials and the evaluation items	1-8	Geisert & Futrell (1995) Newby at all (2000) Arsyad (2002) Heinich in Newby (2000) Arsyad (2022) Geisert & Futrell (1995) Geisert & Futrell (1995) Geisert & Futrell (1995) Geisert & Futrell (1995)

Instructi on	The relevant of the instruction to the target learners Media attraction The ease of the using of media	1-9	Geisert & Futrell (1995) Arsyad (2002) Heinich, et al (1996)
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b. Reliability

In this questionnaire, the researcher also used Alpha Cronbach formula to ensure the reliability for the third questionnaire. After distributing the questionnaire, the researcher made a recapitulation of the teacher's answers. The questionnaire is tried out to the person who also teach EL Five A Class of EFH 2013. There were five possible points from the content expert, those were, Very Good for 5 points, Good for 4 points, Fairly for 3 points, Poor for 2 points, and Very Poor for 1 point. Then researcher used the Alpha Cronbach formula to find the reliability coefficient of the questionnaire.

5. Fourth Questionnaire

The fourth questionnaire was for the participants of EL 5 A of English for Holidays program of Yogyakarta State University in the year of 2013. This questionnaire is covering three aspects. There are the materials, the instruction and the media. The data that was got from these interviews were used as the feedback and evaluation of the instructional media from the students.

a. Validity

Construct validity were also applied to find the validity of the instrument. To fulfill the validity, the researcher discussed the questionnaire with the first consultant

by using the construct validity to check whether the questionnaire had the capability to measure what it was intended to be measured. The researcher consulted the outline of the questionnaire to make sure whether the questionnaire is capable to obtain the information of the quality of media as the evaluation of it. When constructing the questionnaire, the researcher took some references related to criteria of the good media and the aspects of evaluating the media. The outline of the second questionnaire is shown in the Table 5 below.

Table 5: The Outline of the Fourth Questionnaire for Participants' Feedback and Evaluation

Aspects	Indicators	Item Number	References
Materials	The clarify of the material The ease of the material The appropriateness of language used The appropriateness of the evaluation	1-4	Heinich, et al (1996) Heinich, et al (1996) Heinich in Newby (2000) Geisert & Futrell (1995)
Instruction	The sequence of the material The quality of the material presentation The quality of the examples in explaining the materials The quality of the instruction The contribution of the media in motivating the students to learn	5-9	Heinich, et al (1996) Newby at all (2000) Geisert & Futrell (1995) Sudjana and Rifai in Arsyad (2006) Geisert & Futrell (1995)
Media	The quality of the pictures The attraction of the media	10-11	Arsyad (2002) Geisert & Futrell (1995)

b. Reliability

In this questionnaire, Alpha Cronbach formula was used to ensure the reliability for the third questionnaire. After distributing the questionnaire, a recapitulation of the participants' answers was made. The questionnaires were tried out to the participants of EL 5 A of English for Holidays program of Yogyakarta State University in the year of 2013. There are five possible points from the content expert, those were, Very Good for 5 points, Good for 4 points, Fairly for 3 points, Poor for 2 points, and Very Poor for 1 point. Then researcher used the Alpha Cronbach formula to find the reliability coefficient of the questionnaire.

6. Descriptive and Reflective field notes

a. Descriptive field notes summarize what the researcher sees and hears in the setting; that is, they *describe* what happens in the setting during the observation in as much detail and with as few subjective comments as possible. In the descriptive field notes also include:

- Detailed descriptions of what persons do and how they interact
- In depth descriptions of the setting and materials used by the participants
- Verbatim conversations and direct quotes

b. reflective field notes include descriptions of the observers' feelings and thoughts about what he or she is observing. These are often recorded as observer comments at the bottom of the recording sheet or as separate entries in a field notes log after the observations. Reflective field notes allow

researchers to reflect on their own feelings, values, and thoughts in order to increase their awareness of how these might be influencing their observations.

F. Research Procedure

The research procedure used in this research was adapted from the R&D model proposed by Dick and Carey in Gall, Gall and Borg (2003: 570). Thus, there were nine steps conducted to create a *Pop Up books* as the instructional media in this research. They are explained as follows.

1. Conducting Need Analysis

In this step, the researcher made effort to get some information related to the students and the teacher's needs in the English instructional media. Interviews with the teachers and students of English for Holidays program in the year of 2012 were conducted for collecting the information. These steps were necessary as the guidance in designing the appropriate instructional media for the English instruction. The analysis of the data was done in order to match the media developed with the teacher and students' needs.

2. Constructing Instructional Design

Here, the instructional designs were formulated and they involved the specification of learning objectives, the indicators, the construction of the content materials, the identification of learning strategies, the determination of the teaching and learning activities, the selection of the media, and the construction of the evaluation. It was formulated based on the need analysis data obtained in the previous

step. The course grid was also made based on the instructional design. Furthermore, the lesson plan was made based on the instructional design and the course grid. Moreover, the materials were collected from some sources, such as from textbook and the internet. The collected materials were then selected and arranged in order to create the learning materials.

3. Designing the Media

In this step the design of the *Pop Up books* as the English instructional media was made. There are four steps in designing the media. They are transferring the idea, making the illustration of the pictures, making the final nesting, and making a storyboard of the media.

a. Transferring the idea

In this step, the idea of how the *Pop Up books* was transferred. The topic and material presented in the *Pop Up books* were selected based on the syllabus that has been made. After deciding the topic and material, an outline of scenario for presenting the material interestingly in the *Pop Up books* was made.

b. Making the illustration of the pictures

After transferring the idea into an outline, the next step was making the illustration. The details such as selecting the pictures and selecting the colors for every picture were included in this step. Some of the pictures were put from the internet, and some of them were made by the researcher's partners.

c. Making the final nesting

After the illustrations were done, the next step in designing the media was making the the media work in every part. There were some steps in making the media work. First, the researcher cut the printed sheets and hand made pictures into the individual paper components. Then, the researcher created the nest of all the components of the book and matched or registered the pieces of artwork to the die-line so the media could function well.

d. Making a storyboard of the media

The storyboard explained the details of the pictures, the texts, and the material presented. In the storyboard there were explanations related to how the media worked in every part, how the elements of the media worked, and how to manipulate the movable elements so the media functioned well.

4. Producing the Media

After designing the media, the next step was producing the media. The researcher used some materials to create the *Pop Up books* such as several kinds of papers, paint, glue, cutters, scissors, a ruler, etc. These are some steps to create the media.

a. Painting

First step in producing the media was painting some pictures of the illustrations of the *Pop Up books*. All the pieces and pages painted onto some sheets of paper. Next the sheets were cut so all the component pieces of the book were separated.

b. Printing

Second step in producing the media was printing the final design of the *Pop Up books*. All the pieces and pages printed onto large sheets of paper. Next the sheets were transported to be *die-cut*. The printed sheets were then stamped with the die cutter so all the component pieces of the book were separated.

c. Assembling

The *Pop Up books* were assembled by hand. A printed sheet that has been cut was patched to some pieces of papers by using glue. Then were patched them all in their pages based on the final design to make the pictures “pop” in every pages. That steps were repeatedly done until the last sheet.

5. Assessing the Media

The *Pop Up books* was assessed by an expert in media, an expert in *Pop Up* and an expert in content. Their assessment was necessary to revise the *Pop Up books* before it was tried out.

6. Revising the Media

In this step, the media was revised based on the analysis of the data gained in the previous step. The revision was done until the media reached the expected qualification.

7. Trying Out the media

After the media reviewed, the researcher tried out of the media. This step was also implemented in order to get the evaluation of the media from the students.

8. Evaluating the Media

The evaluation of the media was based on the data from the interview with the students and teacher of EL 5 A Class of English for Holidays program in the year of 2013. After trying the *Pop Up books* out, the students and the teacher were asked about their experiences of using of the media through the questionnaires.

9. Developing the Final Media

From students' and teacher's opinions and suggestions, the final media was developed and produced which can be used for the teaching of English.

G. Data Collection

There were three data collection gained to collect the data. The first data was taken from the first interview, this data aimed to find the students' characteristics and needs in learning English. The researcher transcript the respondents' answer as the qualitative measurements. The second data was the questionnaires. It aimed to get the content expert's, the media expert's, classroom teacher, and the participants' opinions and evaluation towards the media developed. The researcher used the second data to revise the media. The second data were collected through the first, second, third and fourth questionnaires. The researcher used a *Likert Scale* in the first, second, third, and fourth questionnaires as the quantitative measurements to collect the data. The group of respondents were asked whether they *Strongly Agree* (SA), *Agree* (A), *Disagree* (D), or *Strongly Disagree* (SD) with the statement in the questionnaire and the sheet. Last, the researcher used the third and the reflective fieldnoted to gain the

students' and teacher's experience and opinion in using the instructional media. Then the researcher used the transcript of the interviews as the qualitative measurements. Moreover, the third and fourth questionnaire was supported by the classroom descriptive and reflective field notes in every meeting.

H. Data Analysis Technique

The data and the information obtained were used to develop the media and to identify the feasibility of the media to be used as the instructional media. Both the qualitative and quantitative data were collected in this research.

a. The qualitative data

The qualitative data were obtained from the interview and reflective fieldnotes. That interview was obtained from the teachers of English for Holidays program in the year of 2012, especially the teachers of the EL 5 and 6 classes. That interview was based on the interview guideline. The blueprint of the interview guideline can be find at the chapter 3. It aimed to obtain the information about the classroom condition, students' characteristics and the needs of the English teaching and learning process. After held the interview, the data collected was transcript. Then, the result of the data was used to develop the media and to measure the developed instructional media. Therefore, the instruction media or Pop Up media will be appropriate with the learner's needs and the learning needs.

b. The quantitative data

To determine the feasibility of the media through the quantitative data, the researcher used *Likert Scale* in analyzing the data. The researcher used the *Likert Scale* to quantify the respondents' opinion through the questionnaires. The quantitative data were obtained from the first, the second, the third, and the fourth questionnaires which were distributed to the content expert, media expert, and the classroom teacher, and the participants of EL Five A class. Scoring of the data formulated in the following key:

1 = Very Poor

2 = Poor

3 = Fairly

3 = Good

4 = Very Good

After using *Likert Scale* to quantify the data from the questionnaire, then, the data were analyzed by calculating the percentage by using the formula below:

P

Note:

P= Percentage of the item

f= collected scores

N=Number of cases

After calculating the percentage, the researcher transformed those percentages into criteria of feasibility. This was very important to know whether the media should be revised or not. The criteria are as follow

Table 6. Percentage of feasibility criteria (Purwanto, 2000:103)

Scores (%)	Category
81% - 100 %	very good
61 % - 80%	Good
41 % - 60 %	Fair
21% - 40%	Poor
≤ 20%	very poor

The *Pop Up books* were called feasible to apply if it gets score more than 60%. The *Pop Up books* should be revised if the score less than 60%.

CHAPTER IV RESEARCH FINDINGS

A. Media development

The steps of developing these Pop Up book as the instructional media follow some procedure adapted from the experts' model of R & D, Borg and Gall, 1983. Those procedures were planned and implemented during this process. There are four main steps in developing this Pop Up book.

1. Need Analysis

Before designing the Pop Up Books, a need analysis was conducted aiming to understand about what kind of the media needed by the students and the contribution of the media toward the instructional process. The need analysis was conducted through some interview with three EFH teachers in the year of 2012, especially who taught EL Five and EL Six classes.

The need analysis interview guidelines for the teachers consisted of nine questions and were developed based on the blue print that has been made before. The blue print was mad based on the theory of developing need analysis such as Hutchinson and Waters, and Nunan. It can be seen in the table below:

Table 7. The blue print of the interview guideline

The Purpose of the Questionnaire	Question number	Number of Items
To find some information about children profile	1-3	3
To find some information about children learning activities in the class	4-6	3
To find some information about topic of the materials and media that the children's need.	7-9	3
Total of items		9

The questions is aimed at finding out the learners' need and the learning need. There was nine questions being asked to the teachers. Those questions also aimed at finding out who the students are and to obtained information about the students' attitude towards English lesson, the students' motivation in English learning, the learning activities in the classroom, teachers' teaching technique, and activities that the students are interested in.

From the interview, some information were got related to the English instruction in English for Holidays class, especially related to the use of instructional media in the classroom. The English teachers of EL Five and EL Six classes explained that the participants of their class have different characteristics. Most of them were talkative. Their English abilities also varied. Some were in the high level, some were in the middle, and some were in the low level of proficiency. Moreover, their students are active students and full of curiosity. However, they are easily to get bored sometime. Therefore, they need to be provide various activities and media in order to make their students more interested with the teaching and learning process.

However, the activities that they provided sometimes make them feel bored though they make used technology in the class. Therefore, they have to be prepared with another media, material or activities. Moreover, they didn't only prepare one activity in the classroom; they also have to prepare another media for examples, cards, pictures. Furthermore, they thought that the instructional media should be adjusted well with the theme, the media should be durable, the media should be attractive and interesting because they were easy to get bored.

Form the data above, it could be concluded that the teacher and the students had good attitudes toward the English instruction. However, they still needed more interesting and appropriate media, especially visual media, to facilitate the instructional process. Thus, the researcher decided to develop instructional media in the form of Pop Up books and Pop Up Map which belonged to the visual media to facilitate the instructional process.

2. Organizing the Course Grid

The course grid is developed based on the data derived from the needs analysis and the goal of the EFH program. Here, the researcher focuses on the theme and the annual activities, such as Campus Grand Tour, Barbeque, and Field Trip, in EFH program for EL Five A participants (in the year of 2013). The main components of the course grid are the topic, the learning objectives, the indicators, the materials, the activities and the media.

There were eighth components pf the course grid developed by the researcher. The components of the course grid can be seen below. The complete course grid was compiled in the appendix.

Table 8. The Table of the Course Grid

Theme	Language Skill	Indicators	Learning Materials	Language Function	Learning Activities	Time	Media/ Resources
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The goal of the lesson was to make the students able to communicate by using a simple language, write a simple descriptive text and respond to simple instructions. Then the goals were put into some indicators. The indicators were used as the benchmark of the teaching success. On the other words, the indicators

indicated the abilities that should be mastered by the participants in the end of the lessons.

The topics in each Pop Up books are derived from the results of the needs analysis. There are three topics in developing Pop Up media those are “Public Place” for reading and writing Pop Up book, “Little Indian Boy” for listening Pop Up map, and “Boy Who Cried Wolf” for the speaking pop up story book. Moreover, to organize the learning activities, the researcher used PPP (Presentation, Practice, and Production) and Genre Based Approach.

By using the Pop Up book, completed with the activities, the learning goal can be reached. Besides, it would give the new learning experiences where the students can learn English in fun and enjoyable environment.

3. Design

After obtaining the data from the need analysis and deciding the media that would be developed, the next process was designing the instructions. This process aimed at creating and integrating the teaching and learning system which could be used in the classroom. The process of instructional designing involved the steps. They are as follows.

a. Instructional design

In this step, the researcher formulated an instructional design. This process aimed at creating an integrated system which could be used in the classroom. It was the general instruction design which was explained in details through the syllabus, the lesson plan, and the material design. The instructional design involved the learning objectives, the indicators, the construction of the content

material, the identification of the learning strategies used, the determination of the instructional activities, and the selection of the media and construction of the evaluation.

b. Media design

After formulating the instructional design, the researcher transferred the material to the Pop Up book design. Here was the explanation of the design in detail:

1) Reading Pop Up book

i) Cover

The cover of the Pop Up Book show the name of the book, and the theme of the materials “descriptive text”. Here is the design of the cover:

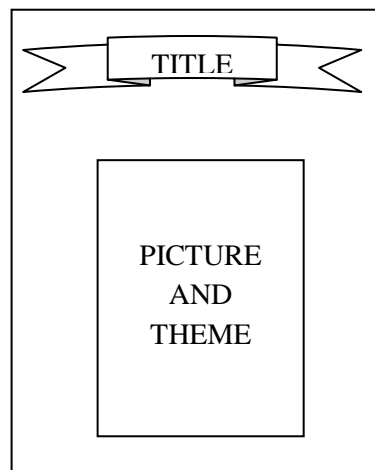


Figure 2: **Design of the cover (reading Pop Up book)**

It also contains the picture of an Secret Agent, to attract the children's or users' attention.

ii) Introduction page

The introduction page contains a main picture showing the theme of the material and the guideline or the manual kit to use the Pop Up book. The media developer use colourful background to make that page more interesting. Here is the design of the introduction page:

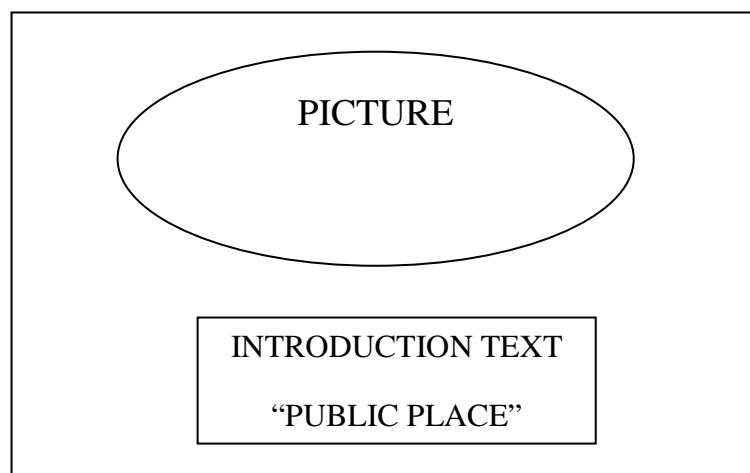


Figure 3: **Design of the introduction page (reading Pop Up book)**

The picture and the theme were put in the middle of the book. Then the media developer used such kind of technique to make the picture “pop”.

iii) Descriptive text page

The descriptive page contains a secret agent picture holds his ID card. That ID card contains the first mission for the users in the form of a simple descriptive text. That descriptive text followed by the questions in the form of multiple choice related to the text. Before the users read the text, they should fold back the ID card. On this page, it is also contains some instructions about

the missions that the user will find in the Pop Up book. Here is the design of the descriptive page:

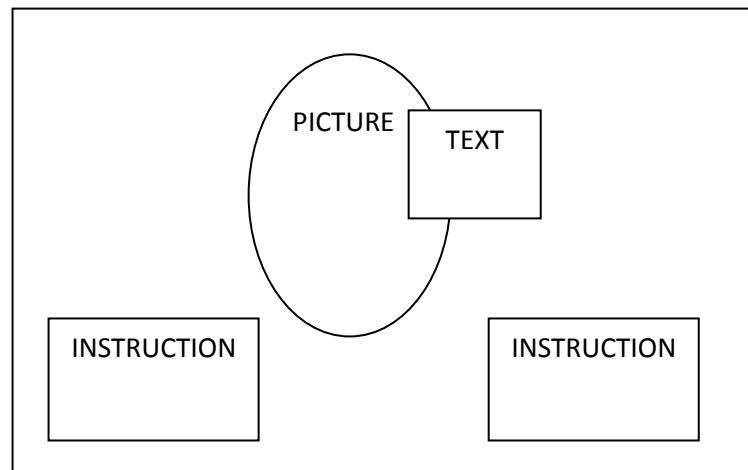


Figure 4: **Design of the descriptive text page (reading Pop Up book)**

The media developer put the picture of the secret agent in the middle of the paper and used some techniques to make the picture can stand well.

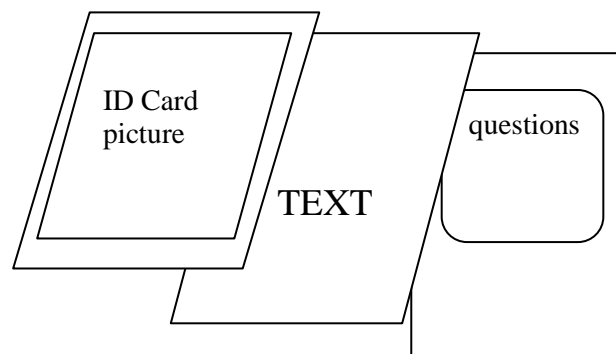


Figure 5: **Design of the ID card for the descriptive text (reading Pop Up book)**

To make the ID cards, the media developer taken the picture of the ID card form the internet then designed it by Corel Draw X4. After that, she bound those cards and stuck it on the secret agent's hand.

iv) Vocabularies and preposition page

The vocabularies and the preposition page contain the list of preposition place and a campus map. That page was divided into two parts. The first part contains the list of preposition places that were usually used to describe a public place in the form of a descriptive text. Then, the second part contains a simple campus map. In the campus map, there were some visited places when they had the campus grand tour. Here is the design of the vocabularies and the preposition page:

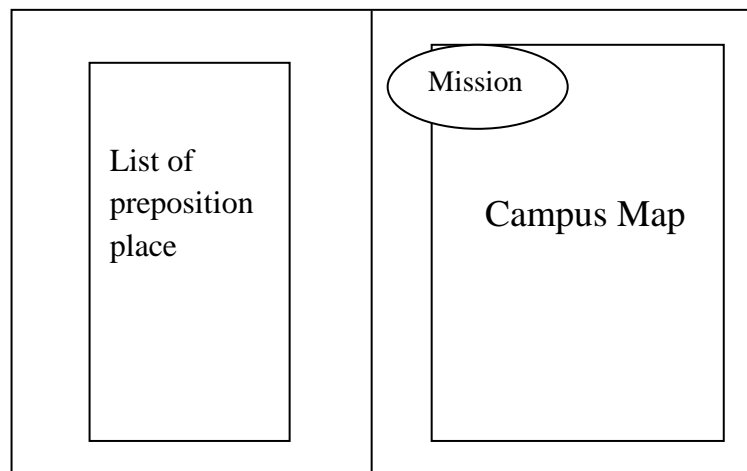


Figure 6: **Design of the vocabularies page (reading Pop Up book)**

The media developer used some technique to make some parts of the map can be pull by the user out. In that map, the users or children will get an assignment to guess the preposition place of each place on the map.

v) Adjective page

The adjective page contains of adjective words related to the public places. That page is different from the other page, since the media developer used different technique. The size of the page is also different, it is bigger than other. Besides, before the user of the pop up book open the adjective page, they will find the instruction page to open the adjective page. In the instruction page, there is also the mission instruction for the user. Here is the design of the adjective page:

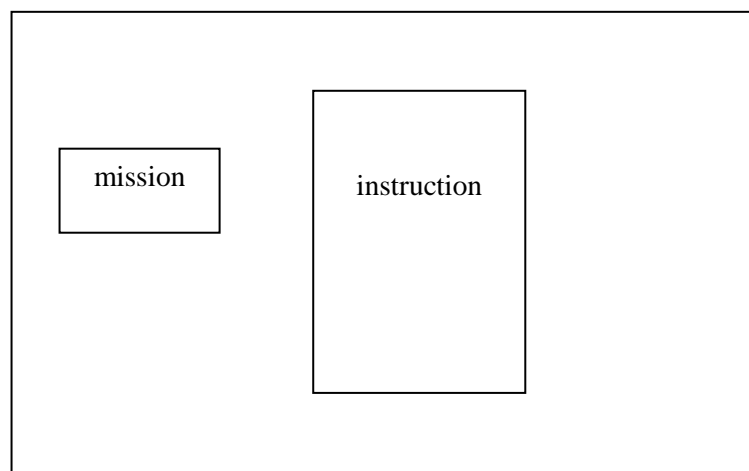


Figure 7: Design of the instruction page before the adjective page (reading Pop Up book)

Media developers put the instruction picture in the middle of the page, and used some technique to make the picture stand well. The picture of instruction was taken from the internet. Then, it was designed by the Corel Draw X4. The background of the instruction page was also taken from the internet and was designed by the Corel Draw X4.

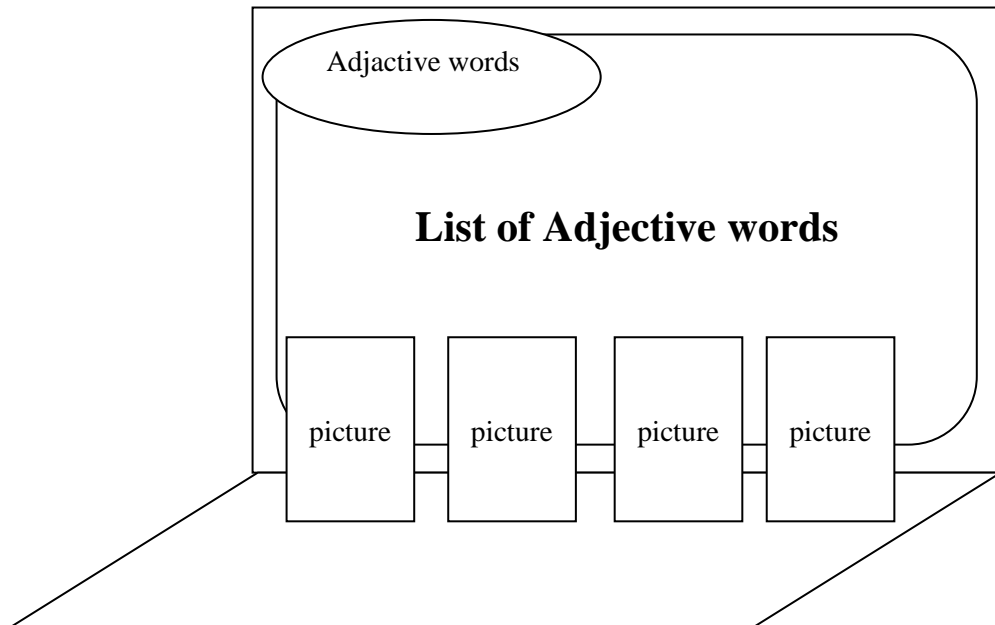


Figure 8: **Design of the adjective page (reading Pop Up book)**

The design of the adjective page was designed by many pictures. Each adjective word had each picture, in order to make the children easier to understand the material.

vi) There is and there are

The *there is and there are* page contain a campus map. In the campus map, each building picture can be opened. Then, when the pictures are opened they will find the pictures of the building and the things inside the building in the form of the pop up card. It is also contain the mission instruction for the users. The media developer used a colourful map in order to make the user more interest with the map. Here is the design of the *there*

are and there is page followed by the design of the Pop Up card of the building pictures:

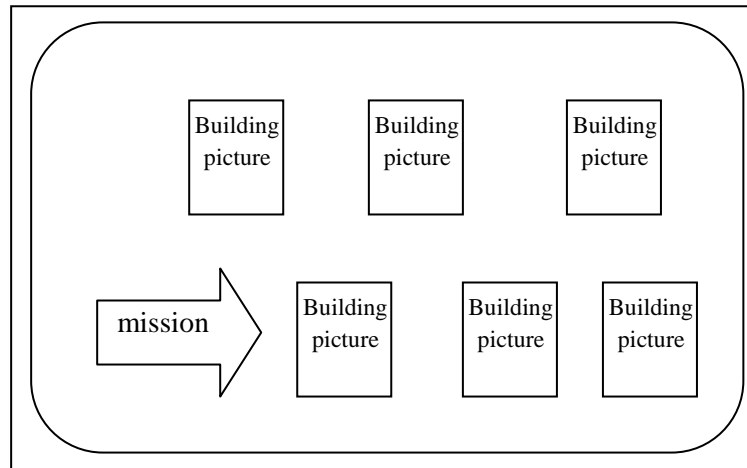


Figure 9: **Design of the *there is and there are* page (reading Pop Up book)**

There are six pop up building pictures in the design of the *there is and there are* page, that are art gallery, PLA building, UNY hotel, Museum of Education, University Office, and Central Library.

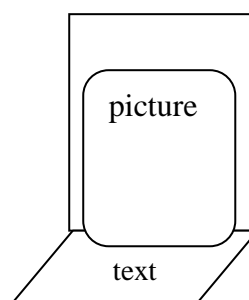


Figure 10: **Design of the pop up card of the building picture**

In each Pop Up building picture, there are two picture with those explanation below.

vii) Exercises page

The exercises page contains of the final mission for the children or the users. The final mission is in the form of the cards, and it is placed in the tablet box. The media developer used some technique to make the tablet box and the mission cards. Then, when the user needs to take the mission card, the user should pull the mission card out from the tablet box.

The mission is in the form of simple descriptive texts followed by some questions in the form of multiple choices. Here is the design of the exercise page and the tablet box:

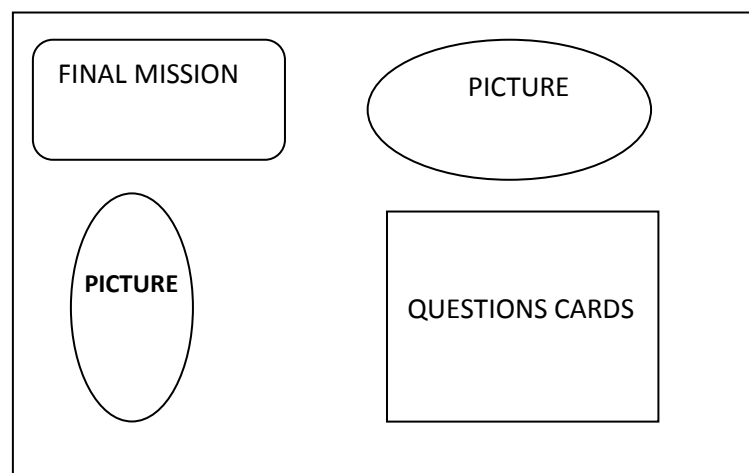


Figure 11: Design of the exercises page (reading Pop Up book)

On that page, there are some components. That are a picture of the FBI agent, the mission instruction, and also the box for the final mission cards in the form of the tablet phone.

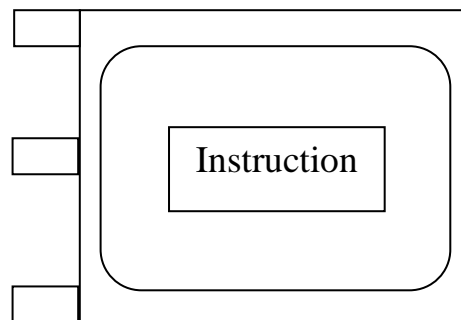


Figure 12: **Design of the tablet box for the mission cards**

Media developer used same technique as the other pop up pictures to make the box stand well. There is also an instruction to take the mission cards in the upper part of the tablet box.

2) **Listening Pop Up Map**

i) **Cover**

The cover of the Pop Up Map shows the theme of the materials. Here is the design of the cover:

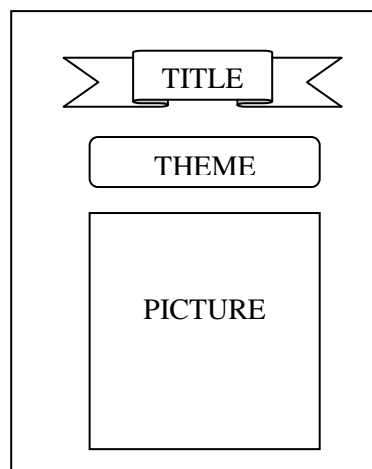


Figure 13: **Design of the cover (listening Pop Up map)**

On the cover of the listening pop up book, there are an picture of “Little Indian Boy”, the title of the book, the logo of the Yogyakarta State University and also the written text to describe the theme of the materials.

ii) Little Indian Boy Map Page

In that page, there is the map where the Little Indian Boy goes. The map is based on the story of the “Little Indian Boy”, there are a house of the Little Indian Boy, a garden of his house, a gate that can be open, a path towards the grass and the forest, some tall grasses, some trees to illustrate a forest, a mud-bath, a river, a hill, a cave, and a lion inside the cave. Here is the design of the map.

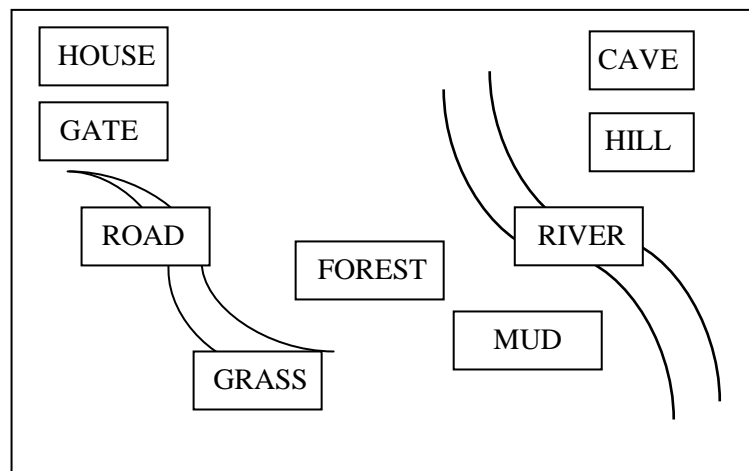


Figure 14: **Design of the map (listening Pop Up map)**

The media developer used some techniques to make a cover paper to cover the Lion in the cave. To show the lion inside the cave, the user or the teacher should pull the cover paper in the cave out. The media developer used some techniques to make all the pictures of the map can be stand well.

3) Speaking Pop Up Story Book

i) Cover

The cover of the Pop Up Story Book show the theme of the materials. The theme of that book is “Boy Who Cried Wolf”. On the cover of the speaking pop up story book, there are an picture of the “Boy”, the title of the book, the manual kit and also the written text for describing the theme of the materials. Here is the design of the cover:

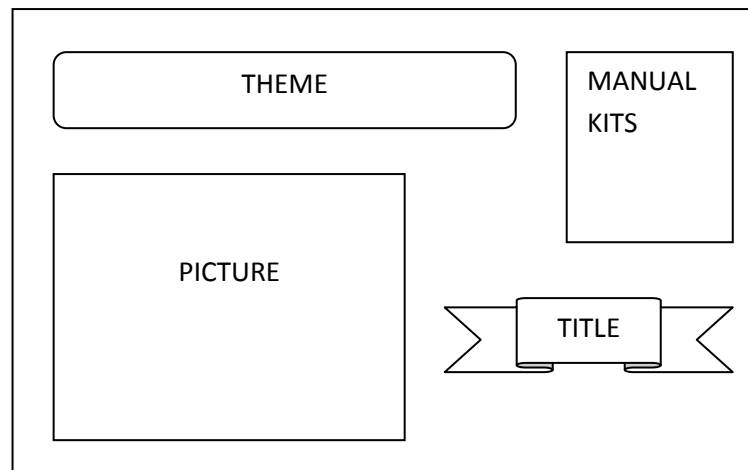


Figure 15: **Design of the cover page (speaking Pop Up story book)**

The cover of the Pop Up book was made by manual drawing. Then the cover of the media covered by plastic to make the cover is everlasting.

ii) Story pages

There are ten pages of the story pages. Each page was described each scene of the story. On each page of the story page, there is the script of the story. All the pictures on the story pages were made by manual drawing. Here is the design of the story pages:

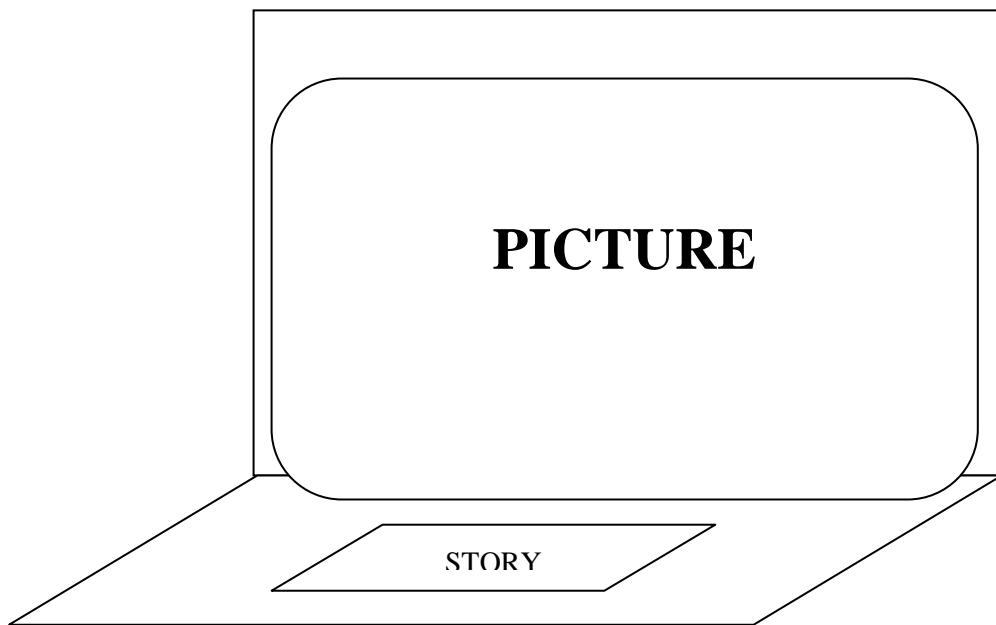


Figure 16: **Design of the story page (speaking Pop Up story book)**

The media developer used some techniques of Pop Up card to make the pictures of the story pages can pop out and stand well. She also used colourful background in order to attract the users' attention. The pictures of the conclusion page were made by manual drawing. However, the story script in each page was design by using the Corel Draw X4.

iii) Conclusion page

The conclusion page was made as the closing page of the story. The teacher can ask the students' opinion and also the moral value of the story. Same as the other pages, the media developer also used the Pop Up card technique. The pictures of the conclusion page were also made by manual drawing. Here is the design of the conclusion page:

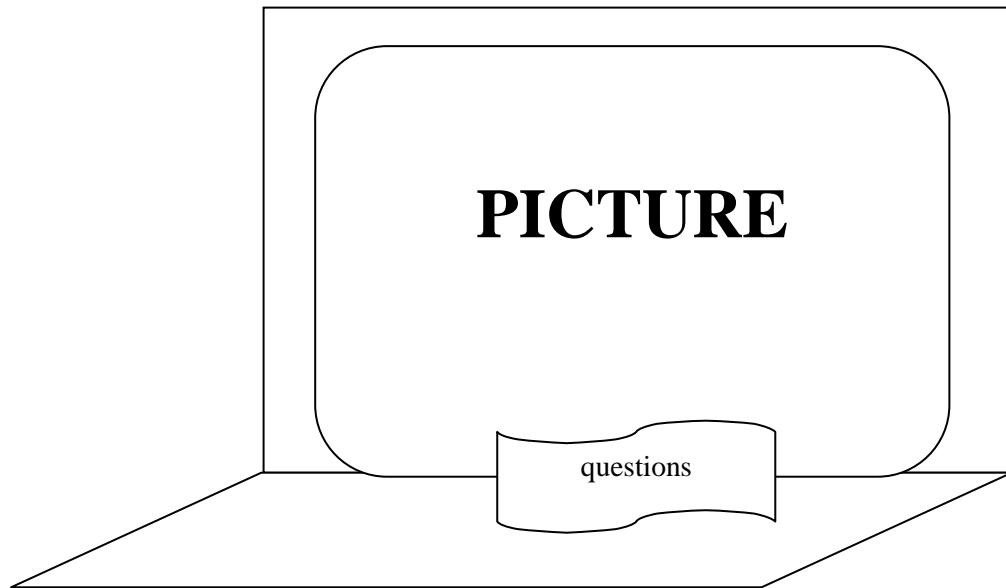


Figure 17: **Design of the conclusion page (speaking Pop Up story book)**

The users or children may get confuse when they open that page.

Therefore, the teacher should tell them the function of that page.

4. Media Production

After formulating the design of the media, the researcher started to make the product, the Pop Up books. The following is the detail explanation of the product.

1) Reading Pop Up book

That reading Pop Up book is in the form of the book for guiding the English reading instruction. Before use that book, it is better for the teacher to read the manual kit. Then, there are some pages in that book. Here they are:

i) Cover

Cover is the first element of the Pop Up book where the users find out the theme of the material. There are the picture of the secret agent with the

completed by the written text, the title of the book, and the theme of the book.

Here is the picture of the cover:

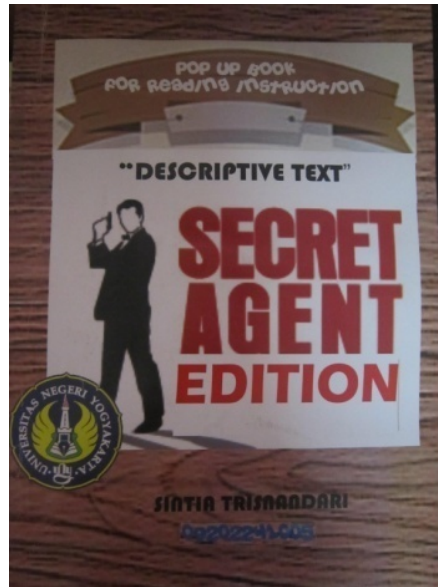


Figure 18: Cover of reading Pop Up book

The cover of the Pop Up book was designed by the Corel Draw X4, by combining some pictures and the theme. Same as the other pages, the cover of the media were made from hard cover and covered by the ivory paper.

ii) Introduction page

The introduction page contains a main picture and a written text showing the theme of the material and the guideline to use the Pop Up book. Besides the main picture shows the theme of the material, that page also contains the guideline to use the Pop Up books. The guideline is some cards which are binded and are stuck. Since it needs a certain technique and treatment to use

the Introduction page, it is important for the users to understand the guideline; therefore, they can use the Pop Up books well. Here is the picture of the introduction page:



Figure 19: Introduction page of reading Pop Up book

The main picture in this page was made by the hard paper and applied certain techniques therefore that the picture could move and stand well. Additionally, almost all of the written texts in the Pop Up books were mostly created by using Corel Draw X4.

iii) Descriptive text page

In this page, there is a secret agent and the material in the form of descriptive text. The main picture is the secret agent holding an ID card containing a descriptive text. When the users need to open the descriptive text, she/he should fold back the ID card. Then, in the last page of ID cards,

there is a mission for the students in the form of questions based on the descriptive text. Here is the picture of the descriptive text page:



Figure 20: **Descriptive text page of reading Pop Up book**

The design of the main picture and the background of that page was designed by using the Corel Draw X4. In the descriptive page, there are also some instructions for the users.

iv) Vocabularies and preposition page

On this page, some vocabularies and the preposition place related to the public places around campus were introduced. In this page, there are two parts page. The first one is the preposition place list. Then, the second part is the mission, children have to guess the preposition place of some buildings. To check their answer, they have to pull the signed paper out.

Media developer used some technique to make the answer of the mission can be seen when the users pull the sign paper out. She also used colorful

background in order to attract the users' attention. Here are the vocabularies and the preposition page:



Figure 21: **Vocabularies and preposition page of reading Pop Up book**

Most of the components of that page was also designed by using the Corel Draw X4. Before it was design, the media developer search the map and the background pictures from the internet.

v) **Adjective page**

On the adjective page, there are some adjectives related to the public places. That page is different form the other pages. The media developer used *Pop Up card* technique to make that page, since it needs bigger space than the other pages. She also used many pictures and colourful background to make it more interesting.

However, to make easier for the users, they will find an instruction page before they get the adjective page. In the instruction page, there are the

mission instructions and the instruction to open the adjective page. Here are the instruction page and the adjective page:



Figure 22: **Instruction page before the adjective page of reading Pop Up book**

The main instruction in that page used some technique, therefore it could stand well. Then, the other instructions was only stuck to the page background.



Figure 23: **Adjective page of reading Pop Up book**

There are many pictures in the adjective page to describe the adjective words were used in the descriptive text.

vi) There is and there are page

In the *there is and there are* page, children will find a university map that contains building pictures around campus. In some of the building, there are Pop Up cards that contain the picture of the building with its name. Here is the picture of the *there is and there are* page and the Pop Up building picture page:



Figure 24: *There is and there are* page of reading Pop Up book

The media developer combined the campus map and the background picture by using the Corel Draw X4. Then she also put the mission instruction and the mission title. On each pop up building picture, there is a name of the building. The colour of that page is colourful in order to make the page more interesting.



Figure 25: **The Pop Up building picture of reading Pop Up book**

On each pop up building picture card, there are two pages of picture. The first page contains the picture of the building, then the second page contains the picture of the picture of specific goods of that building. On each page, there is a simple explanation about that picture.

vii) Exercises page

In this page, the exercise cards are prepared on the tablet box. To take the exercise cards, the users should pull the cards out from the tablet box. They have to follow the instruction that written in the tablet box. The media developer used some pictures in order to make the exercise page is more interesting, such as the picture of the FBI agent, the title of the page, two logo of the secret agents, and also the tablet box. The media developer also used the background to make that page more interesting. Here is the exercise page:



Figure 26: **Exercises page of reading Pop Up book**

All of the design of that page was designed by using Corel Draw X4. Then, used some technique to make the main picture and the tablet box could stand well. The background of that page was taken from the internet and was also designed by using the Corel Draw X4.



Figure 27: **Tablet box in the exercise page of reading Pop Up book**

Those four pictures show the ways of working of the tablet box. The users should pull the cover tablet box out from the right side to find the mission cards. At the cover tablet, there are some instructions too. Then, to take the mission cards, the users should take those cards out from the left side of the tablet box. Those mission cards were bound and were put in the bottom of the tablet box.

The mission is in the form of some simple descriptive texts. Those descriptive texts were followed by some questions in the form of multiple choices. The teacher can copy those descriptive texts, and then she/he distributes them to her/his students.

2) Listening Pop Up Map

That listening Pop Up book was designed in the form of the map. The map of the book based on the story of “Little Indian Boy”. The detail description of the components of the Listening Pop Up Map will be discussed below:

i) Cover

On the cover, the user will find out the theme of the material. The media developer used “Little Indian Boy” picture in that cover Pop Up map in order to make the users will recognize the theme of the media, and also to get the users’ attention. Here is the picture of the cover:



Figure 28: Cover of listening Pop Up map

The cover of the Pop Up book was designed by the Corel Draw X4, by combining some pictures and the theme.

ii) Little Indian Boy Map

In this page, there will be a map of “Little Indian Boy” story. Teacher should tell the story while holding this book in the centre part of the book and move the puppet. To make the puppet can move freely, put the first magnet that have the picture of Indian boy in the top of the opened book and the second one in the beneath it. Here is the picture of the “Little Indian Boy” map:



Figure 29: **Map of listening Pop Up map**

On the map, the media developer combined many kinds of pictures, such as a house of the little Indian boy, a gate, a path, a forest, a grass, a mud bath, a river, a hill, and a cave. Those pictures were designed by using the Corel Draw X4, then that used some techniques to make the pictures stand well.

iv) **Little Indian Boy Puppet**

In the Pop Up Listening Map, there is a Little Indian Boy Puppet was placed in the corner of the map. Here is the picture of the “Little Indian Boy” puppet:



Figure 30: **The puppet of the “Little Indian Boy”**

In that puppet, there are two pairs of magnet to move it. To make the puppet can move freely, put the first magnet that have the picture of Indian boy in the top of the opened book and the second one in the beneath it. When the users or teacher want to move the puppet through his path, they have to put the side that have blue sign in the top, and when they want to make the puppet climb up the hill, move the second magnet in the beneath to the backside of the hill and put the side that do not have blue sign in the top.

3) Speaking Pop Up Story Book

That speaking Pop Up story book was designed in the form of the story book of “The Boy Who Cried Wolf”. There are the detail description of the components of the Speaking Pop Up Story Book will be discussed below:

i) Cover

Cover is the first element of the Pop Up book where the users find out the theme of the material. The cover of the Pop Up book was made by manual drawing. Same as the other pages, the cover of the media were made from a hard cover and were covered by the linen paper and plastic to make the cover of the book more everlasting. Here are the pictures of the cover and the back cover of the speaking pop up story book:

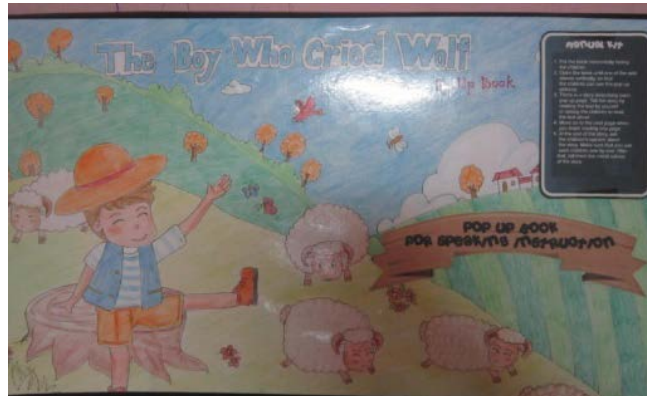


Figure 31: Cover of speaking Pop Up story book

On the cover of that book, there are some components, such as the picture of the “Boy” with his sheep, the title of the book, the theme of the book, and also the manual kit of the book. The media developer used colourful pictures to make the book more interesting.

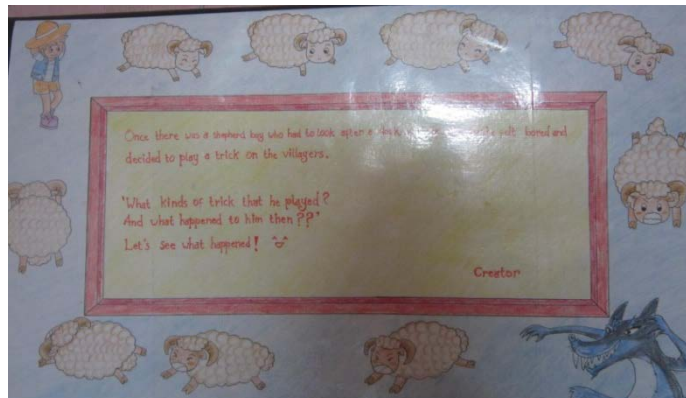


Figure 32: Cover back of speaking Pop Up story book

The cover back of the speaking Pop Up story book contains the brief story of the book and the pictures of the “Boy”, his sheep, and also the wolf. The media developer also used the colourful pictures and background to attract the children’s and users’ attention.

ii) The story pages

There are ten pages of the story pages. Each page of the story pages contains the picture of each part of the story and its script. Teacher should face that book in front of your children in horizontal way. She/he should also open the Pop Up book in the half way, not full opened like the other books; therefore, the open page should be stand well. The teacher or the user can tell the story out loud while reading the text in each page or he/she can ask his/her students to read by themselves. Move to the next page when the teacher or the users finish read one page. Here are the pictures of the story pages completed with they story script:



Figure 33: **The first page of story pages of speaking Pop Up story book**

At the first page of the story pages, the “Boy” lay by beneath a tree while watching his flock of the sheep. However, the Boy’s face shows the very bored face. Then the background of the main pictures is the hill was

completed by some bull and the pedestrian view. Then the sky view is bright and clear.



Figure 34: The second page of story pages of speaking Pop Up story book

At the second page of the story pages, the “Boy” find an idea to play a game to amuse himself. The background of the main pictures is also the hill the field view, and the pedestrian view. Then the sky view is also bright and clear.



Figure 35: The third page of story pages of speaking Pop Up story book

The third page of the story pages contains the picture of the “Boy” who screamed Wolf at the hill to trick the villagers. The background of the main pictures is the field view, and the pedestrian view. Then the sky view is also bright and clear.



Figure 36: **The fourth page of story pages of speaking Pop Up story book**

At the fourth page of the story pages, there are the villagers who heard the Boy’s cried and they rushed out of the village to help the shepherd boy drive the wolf away. The background of the main pictures is the hil and the field view. Then the sky view is also bright and clear.



Figure 37: **The fifth page of story pages of speaking Pop Up story book**

At the fifth page of the story pages, the villagers who arrived at the top of the hill found no wolf. Their faces are so angry. Then, the boy laughed at the sight of their angry faces in the corner of the book. There are also some sheep pictures in that hill.

Then the background of the main pictures is the bright and clear sky view. Same as the other pages, the technique of the page is Pop Up card technique. In the other word, the pictures on the page are stand in the front of the page. Then the scripts of the story were placed below the pictures.



Figure 38: **The sixth page of story pages of speaking Pop Up story book**

The sixth page of the story pages contains the picture of the “Boy” who very pleased with his joke. He sit down in the long grass and had a little rest. There are also the pictures of flock of his sheep. The background of the main pictures is the hill completed with the bulls, the field view, the pedestrian view, and also the sky. Then the sky view is bright and clear completed with a bird.



Figure 39: **The seventh page of story pages of speaking Pop Up story book**

The seventh page of the story pages contains the picture of the “Boy” who really scared of the wolf next to him and his sheep. There is also a picture of the wolf looked at his sheep and liked its lip. The background of the main pictures is the hill completed with the bulls, the field view, the pedestrian view, and also the sky. Then the sky view is bright and clear completed with a bird.



Figure 40: **The eighth page of story pages of speaking Pop Up story book**

At the eighth page of the story pages, the main picture of the page is a picture of the ‘Boy’ ran towards the village and sang out Wolf! as loudly as he could. There are also some pictures of sheep who scared of the wolf.

Then the background of the main pictures is the bright and clear sky view the pedestrian, and also the field view. In the field view, there are many villagers who work at the field.

Same as the other pages, the technique of the page is Pop Up card technique. In the other word, the pictures on the page is stand in the front of the page. Then the script of the story was placed below the pictures.



Figure 41: **The ninth page of story pages of speaking Pop Up story book**

At the ninth page of the story pages, there are the villagers who heard the Boy's cries. However, no one came. They laughed because they thought it was another trick. There is also a picture of the boy who cried in the top of the hill. The background of the main pictures is the hill and the field view. Then the sky view is also bright and clear.



Figure 42: **The tenth age of story pages of speaking Pop Up story book**

At the last page of the story pages, there is a picture of a big wolf. Then the picture of the Boy and the sheep looked so scared of the wolf in front of them. Then the background of the main pictures is the hill and the sky view. The sky is also bright and clear.

iii) **The conclusion page**

On the last page of the speaking Pop Up story book, the teacher can ask her/his students' opinion about the story. Then, they can tell them about the moral value. Here is the picture of the conclusion page:



Figure 43: **Conclusion page of speaking Pop Up story book**

At the last page of the listening Pop Up story book, there is a picture of the Boy with the question tag. There are also some pictures of his sheep around him. Then the background of the main pictures is the hill and the sky view. The sky is also bright and clear. It also contains the written text of “The End” and also a question below it.

B. Product Testing

The product testing technique of these Pop Up media were done by observing the using of the media. It was done before the media was evaluated by the experts. The requirements of the testing of the media are: 1) the function of the movable elements they should work to show the complete pictures, 2) the function of the text, the text should work to explain the pictures.

If there are still some problems found during the product testing, the revision will be done. The first step of revising the media is by understanding the system to create the movable elements in Pop Up book and how the system works.

For example, if the picture of the tree in the Little Indian Pop Up map cannot stand well, the testing is followed by revising the bottom part of the picture, the centre of the movable picture. The revision before the Pop Up media was assessed by the experts, the classroom teacher, and the participants done until the check list met the requirements. Here is the table of the evaluation after the revision.

Table 9. Evaluating of the reading Pop Up book before the Experts' and the Classroom Teacher's Assessment

No.	Page	Designed Function	Testing Result	
			Working	Not Working
1	Cover	Able to show the theme of the material on the Pop Up book.	√	
2	Introduction page	Able to introduce the theme of the material and the guideline to use the Pop Up book.	√	
3	Descriptive page	Able to show the descriptive text.	√	
4	The vocabularies and the preposition place page	Able to show the vocabularies of the visited places, the list of preposition place, and also the assignment.	√	
5	Adjective page	Able to show the adjective words.	√	
6	<i>There is and There are</i> page	Able to show the Pop Up building picture with its simple explanation to give example about the use of the <i>there is and there are</i> .	√	
7	Exercise page	Able to show the exercise cards.	√	

Table 10. Evaluating of the listening Pop Up map before the Experts' and the Classroom Teacher's Assessment

No.	Page	Designed Function	Testing Result	
			Working	Not Working
1	Cover	Able to show the theme of the material on the Pop Up map.	√	
2	Pop Up map	Able to show the Little Indian Boy map, and the guideline to use the Pop Up book.	√	
3	The Little Indian puppet	Able to show the Little Indian character and can move properly and freely.	√	

Table 11. Evaluating of the speaking Pop Up story book before the Experts' and the Classroom Teacher's Assessment

No.	Page	Designed Function	Testing Result	
			Working	Not Working
1	Cover	Able to show the theme of the material and the guideline to use the Pop Up book	√	
2	Story pages	Able to Illustrate the story of the "Boy Who Cried Wolf"	√	
3	Conclusion page	Able to give an ending page and conclusion page.	√	

C. Data Collection and Analysis

In every instance, the Pop Up books were tested and evaluated to validate that the Pop Up books had been evaluated by the English teacher and the content and media experts before it were tried to teach the students. One of the main purposes of this evaluation was to evaluate the content and the design of the Pop Up books. The result of the evaluation from the experts and the teacher described below.

1. Evaluation from Content Expert

The content expert who has high capabilities related to the material was chosen to evaluate the content of the Pop Up books. The evaluation from the content expert comprised both the material aspect and the instructional aspect. The results of the evaluation from the content expert are described below.

a. Goal Aspect

Table 12a. Score of Goal Aspect Evaluation

No.	Indicator	Score (f)	Expected Score (N)	Percentage (P)
1	The appropriateness between the media and the indicator and course grid.	4	5	80%
2	The appropriateness between the media and the children's need.	4	5	80%
3	The appropriateness between the media and the children language acquisition's level.	4	5	80%
4	The media being developed encourage children to learn communicatively.	4	5	80%
5	The media being developed related to daily life.	4	5	80%
Total				400
Average				80%

Based on the data above, the percentage of the goal aspect is 80%. It means that the goal aspects of the Pop Up media are good. The evaluation of the goal aspect is aiming to evaluate how the materials are presented.

b. Activities Aspect

Table 12b. Score of Activities Aspect Evaluation

No.	Indicator	Score (f)	Expected Score (N)	Percentage (P)
1	The activities on the tasks encourage children to communicate in English.	4	5	80%
2	The activities are interesting.	4	5	80%
3	The activities are varies and not monotonous.	4	5	80%
4	The media being developed include macro skills.	4	5	80%
5	The media being developed include activities to understand certain language functions.	4	5	80%
6	The media being developed include activities that apply understanding in certain language functions.	4	5	80%

7	The activities in are well developed based on the topics.	4	5	80%
8	The activities stimulate works of the left and right brain (through music, colouring, listening, speaking, painting, sticking, moving, etc.)	4	5	80%
9	The tasks are developed from the easier to more difficult tasks.	4	5	80%
10	The activities are done inside and outside of the classroom.	4	5	80%
Total 5				800
Average				80%

Based on the data above, the percentage of the activities aspect is 80%. It means that the activities aspects of the Pop Up media are good. The evaluation of this aspect is aiming to evaluate how the materials are presented.

c. Setting Aspect

Table 12c. Score of Setting Aspect Evaluation

No.	Indicator	Score (f)	Expected Score (N)	Percentage (P)
1	The activities cover several settings in class (individuals, pairs, groups, whole class)	4	5	80%
2	The activities in individual tasks are able to encourage children to be independent	4	5	80%
3	The activities in pairs, groups and whole class tasks are able to increase children's communicative competence	4	5	80%
Total				240
Average				80%

Based on the data above, the percentage of the setting aspect is 80%. It means that the setting aspects of the Pop Up media are good. The evaluation of this aspect is aiming to evaluate how the materials are presented.

d. Layout Aspect

Table 12d. **Score of Layout Aspect Evaluation**

No.	Indicator	Score (f)	Expected Score (N)	Percentage (P)
1	The media arranged orderly.	4	5	80%
2	The orders of materials in the media well organized and easy to be followed.	4	5	80%
3	The layout being developed interesting.	4	5	80%
4	The layout easy to be understood.	4	5	80%
5	The size and font in the texts clear and interesting.	3	5	60%
6	The layout is clear and not too complex.	4	5	80%
7	The illustrations in the tasks are interesting.	4	5	80%
8	The colour of the pictures and illustrations are interesting.	4	5	80%
Total				620
Average				77.5%

Based on the data above, the percentage of the layout aspect is 77.5%. It means that the layout aspects of the Pop Up media are good. The evaluation of this aspect is aiming to evaluate how the materials are presented.

The average score of the evaluation from the content expert is described below:

Table 12e. **Average score of the Content Expert's Evaluation**

Aspect	Score
Goal	80%
Activities	80%
Setting	80%
Layout	77.5%
Total	317.5
Average	79.4%

Based on data collection above, the percentage of the goal aspect is 80%, then the percentage of the activities aspect is 80%, the percentage of the setting aspect is 80% and the percentage of the layout aspect is 77.5%. Then, the overall percentage is 79.4%, it shows that this Pop Up book is good and feasible to apply.

2. Evaluation from Media Expert

The media expert who has high capabilities related to the material was chosen to evaluate the appearances of the Pop Up books. The evaluation from the media expert comprised both the face aspect and the development aspect. The results of the evaluation from the media expert are described below.

a. Face Aspect

Table 13a. Score of Face Aspect Evaluation

No.	Indicator	Score (f)	Expected Score (N)	Percentage (P)
1.	The composition of the illustration colour	4	5	80%
2.	The composition of the text colour	4	5	80%
3.	The choices of the pictures	5	5	100%
4.	The choices of the pictures' size	5	5	100%
5.	The quality of the pictures	4	5	100%
Total				460
Average				92%

Based on the data above, the percentage of the face aspect is 92%. It means that the face aspect of this Pop Up books are very good. The evaluation of the face aspect is aiming to evaluate the appearances of the media.

b. Development Aspect

Table 13b. Score of Development Aspect Evaluation

No.	Indicator	Score (f)	Expected Score (N)	Percentage (P)
1.	The movable elements	5	5	100%
2.	The choices of picture	5	5	100%
3.	The arrangement of the pictures	5	5	100%
4.	Splitting of the materials	5	5	100%
5.	The text used	5	5	100%
Total				500
Average				100%

Based on the data above, the percentage of the development aspect is 100%. It means that the development aspect of this Pop Up books are very good. The evaluation of this aspect is aiming to evaluate the appropriateness of the media.

The average score of the evaluation from the media expert is described below:

Table 13c. Average score of the Media Expert's Evaluation.

Aspect	Score
Face	92%
Development	100%
Total	192
Average	96%

Based on data collection above, the percentage of the face aspect is 92% and the percentage of the development aspect is 100% then the overall percentage shows that this Pop Up book is very good and feasible to apply.

3. Evaluation from Class Teacher

The teacher who taught the EL Five A class in the year of 2013 was chosen to evaluate the content of the Pop Up books. The evaluation from the teacher comprised both the material aspect and instructional aspect. The results of the evaluation from the content expert are described below.

a. Material Aspect

Table 14a. Score of Material Aspect Evaluation

No.	Indicator	Score (f)	Expected Score (N)	Percentage (P)
1.	The completeness of the material taught	4	5	80%
2.	The clearness of the material taught	4	5	80%
3.	The language used	3	5	60%
4.	The pictures explaining the concepts	4	5	80%
5.	The instruction used	4	5	80%
6.	The example used to explain the concepts	3	5	60%

7.	The exercise	4	5	80%
8.	The material and the test item	4	5	80%
Total				600
Average				75%

Based on the data above, the percentage of the material aspect is 75%. It means that the material aspect of this Pop Up books are good. The evaluation of the material aspect is aiming to evaluate how the materials are presented.

b. Instructional Aspect

Table 14b. Score of Instructional Aspect Evaluation

No.	Indicator	Score (f)	Expected Score (N)	Percentage (P)
1.	The indicator	4	5	80%
2.	The target audiences of the instructions	4	5	80%
3.	The completeness of the materials taught	3	5	60%
4.	The clearness of the material taught	3	5	60%
5.	The order of the material taught	4	5	80%
6.	The instruction used	5	5	100%
7.	The balances of the exercises and the material	4	5	80%
8.	The test items	4	5	80%
9.	The attractiveness of the media used	5	5	100%
Total				720
Average				80%

Based on the data above, the percentage of the instructional aspect is 80%. It means that the instructional aspect of this Pop Up books are good. The evaluation of the instructional aspect is aiming to evaluate how the materials are presented.

The average score of the evaluation from the content expert is described below:

Table 14c. **Average score of the Classroom Teacher's Evaluation**

Aspect	Score
Material	75%
Instructional	80%
Total	155
Average	77.5%

Based on data collection above, the percentage of the material aspect is 75% and the percentage of the instructional aspect is 80%, then the overall percentage shows that this Pop Up book is good and feasible to apply.

4. Evaluation from the EL Five A participants

The participants of EL Five A who used the instructional Pop Up media in their class was chosen to evaluate the content of the Pop Up books. The evaluation from the participants comprised the material aspect, instructional aspect, and the media aspect. The results of the evaluation from the participants of EL Five A class are described below.

a. Material Aspect

Table 15a. **Score of Material Aspect Evaluation by Participants**

NO	NAME	INDICATOR												TOTAL
		The clarify of the material			The ease of the material			Language used			Evaluation			
		S	E	P	S	E	P	S	E	P	S	E	P	
1	Felita	4	5	80%	5	5	100%	5	5	100%	5	5	100%	380
2	Ian	3	5	60%	5	5	100%	5	5	100%	5	5	100%	360
3	Carla	4	5	80%	5	5	100%	5	5	100%	5	5	100%	380
4	Kanwa	4	5	80%	4	5	80%	4	5	80%	5	5	100%	340
5	Ayik	4	5	80%	4	5	80%	5	5	100%	5	5	100%	360
6	Azka	3	5	60%	4	5	80%	4	5	80%	5	5	100%	320
7	Hanun	5	5	100%	4	5	80%	4	5	80%	5	5	100%	360
8	Gahara	4	5	80%	3	5	60%	4	5	80%	5	5	100%	320
9	Nadhira	5	5	100%	4	5	80%	4	5	80%	5	5	100%	360
10	Rizal	4	5	80%	3	5	60%	4	5	80%	5	5	100%	320
11	Jova	4	5	80%	4	5	80%	5	5	100%	5	5	100%	360
Total		880			900			980			1100			3860
Average		80			81.8			89			100			87.7%

S : Score (f)
E : Expected Score (N)
P : Percentage (%)

Based on the data above, the percentage of the material aspect is 87.7 %. It means that the material aspect of this Pop Up books are very good. The evaluation of the material aspect is aiming to evaluate how the materials are presented.

b. Instructional Aspect

Table 15b. Score of Instructional Aspect Evaluation

NO	NAME	INDICATOR															TOTAL
		The sequence of the material			The quality of the material			The quality of the examples			The quality of the instruction			The children's motivation			
		S	E	P	S	E	P	S	E	P	S	E	P	S	E	P	
1	Felita	5	5	100%	5	5	100%	3	5	60%	4	5	80%	5	5	100%	440
2	Ian	5	5	100%	4	5	80%	4	5	80%	4	5	80%	4	5	80%	420
3	Carla	5	5	100%	5	5	100%	4	5	80%	5	5	100%	5	5	100%	480
4	Kanwa	5	5	100%	5	5	100%	3	5	60%	4	5	80%	4	5	80%	420
5	Ayik	4	5	80%	5	5	100%	5	5	100%	4	5	80%	5	5	100%	460
6	Azka	4	5	80%	5	5	100%	3	5	60%	4	5	80%	5	5	100%	420
7	Hanun	4	5	80%	5	5	100%	5	5	100%	3	5	60%	5	5	100%	440
8	Gahara	4	5	80%	5	5	100%	4	5	80%	4	5	80%	4	5	80%	420
9	Nadhira	5	5	100%	5	5	100%	4	5	80%	3	5	60%	5	5	100%	440
10	Rizal	4	5	80%	5	5	100%	4	5	80%	4	5	80%	4	5	80%	420
11	Jova	4	5	80%	5	5	100%	4	5	80%	4	5	80%	4	5	80%	420
Total		980			1080			860			860			1000			4780
Mean		89			98			78			78			91			86.9%

S : Score (f)
E : Expected Score (N)
P : Percentage (%)

Based on the data above, the percentage of the instructional aspect is 86.9%. It means that the instructional aspect of this Pop Up books are very good. The evaluation of the instructional aspect is aiming to evaluate how the materials are presented.

c. Media Aspect

Table 15c. Score of Instructional Aspect Evaluation

NO	NAME	INDICATOR						TOTAL
		The quality of the pictures			The attraction of the media			
		S	E	P	S	E	P	
1	Felita	5	5	100%	5	5	100%	200
2	Ian	5	5	100%	4	5	80%	180
3	Carla	5	5	100%	5	5	100%	200
4	Kanwa	5	5	100%	5	5	100%	200
5	Ayik	4	5	80%	5	5	100%	180
6	Azka	4	5	80%	5	5	100%	180
7	Hanun	4	5	80%	5	5	100%	180
8	Gahara	4	5	80%	5	5	100%	180
9	Nadhira	5	5	100%	5	5	100%	200
10	Rizal	4	5	80%	5	5	100%	180
11	Jova	4	5	80%	5	5	100%	180
Total		980			1080			2060
Mean		89%			98%			93.6%

S : Score (f)

E : Expected Score (N)

P : Percentage (%)

Based on the data above, the percentage of the media aspect is 93.6%. It means that the media aspect of this Pop Up books are very good. The evaluation of the media aspect is aiming to evaluate the appearances of the media.

The average score of the evaluation from the participants of EL Five A class is described below:

Table 15d. Average score of the Participants' Evaluation

Aspect	Score
Material	87.7%
Instructional	86.9%
Media	93.6%
Total	268.2%
Average	89.4%

Based on data collection above, the percentage of the material aspect is 87.7%. The percentage of the instructional aspect is 86.9% and the percentage of the media aspect is 93.6%. Then the overall percentage shows that this Pop Up book is very good and feasible to apply.

5. Implementation (Reflective Field notes)

a) Implementation of Reading Pop Up Book

Meeting 3

Day : Wednesday

Date : July 3, 2013

Ts asked Ss about some buildings that they saw and their experiences when they had Campus Grand Tour in the previous day. Ss answered the Ts' questions enthusiastic and loudly. Then, Ts mentioned the material while showing the reading Pop Up book. Ss looked so excited and really interested with the Pop Up book, especially when they found missions at the Pop Up book. They tried to answer and did each mission enthusiastically.

b) Implementation of Writing Pop Up Book

Meeting 5

Day : Friday

Date : July 5, 2013

After the break, Ts asked all of the students to write a simple descriptive text about the public places around campus. They looked little bit confused when they wrote that text, then Ts helped them. In group of three and four, Ss write a simple descriptive text, and printed out some photos that they like. They choose their photos by themselves. After that, they put their descriptive text and those photos in their pop up group book, and then they decorate their book with the crayon and colour pencils. They looked so excited and really enjoyed that activity, especially when they put the photos in their pop up book and decorated it. They tried to decorate that book with many colour and many decoration.

c) Implementation of Listening Pop Up Map

Meeting 7

Day : Tuesday

Date : July 9, 2013

After the break, Ts told the story about “Little Indian Boy” while using the Pop Up map and did some follow up activities. They looked so interested with the Pop Up map, they listened to the story enthusiastically. Then, to close the class, Ts asked Ch to sing *good bye* song and prepare their bag, and then Ts asked one of the Ch to lead prayer.

d) Implementation of Speaking Pop Up Story Book

Meeting 8

Day : Wednesday

Date : July 10, 2013

After did the morning routines, Ss played an ice breaking game named “Secret Message” game enthusiastically. Then Ts told a story about “Boy Who Cried Wolf”, all Ss pay their attention on the story told by Ts. Then they read the dialogue of each character seriously. Then after break, Ss acted the story out enthusiasm, especially because they wear masks and properties of each character that they played.

D. Product Revision

Product revision is very important to improve the quality of these Pop Up book. The product revision was based on the comments and suggestions from content and the media expert. The detail of the product revision is described below.

1. Revision 1

The first revision was based on the comments and suggestions from the content expert. The revision was in term of the material presented in the Pop Up books. The following is the description of the revision 1:

Table 16. Revision 1

Revision Target	Comment	Action Taken
Guideline sheet	A guideline sheet to use the Pop Up media is needed.	A guideline sheet has been added.
Vocabularies	Some word are missing	Some mistakes in the written text and the grammatical have been corrected.
Task	The layout of the task (reading skill) is not well arranged.	The exercise cards that more interesting has been added.

In general, the content expert said that the content of the Pop Up media are good. The materials are good and well-organize, the test item are relevant to the indicators and the Pop Up book is easy to use.

2. Revision 2

The first revision was based on the comments and suggestions from the media expert. The revision was in term of the appearances of the Pop Up books. The following is the description of the revision 1:

Table 17. Revision 2

Revision Target	Comment	Action Taken
Detail object	Make the field view more interesting (speaking Pop Up story book).	Make the field view has the colour degradation
Colour degradation	The object in the front must be sharper, and then the object in the back must be softer (speaking Pop Up story book).	The objects in the front have been sharpened, and then the objects in the back have been softened.

In general, the media expert said that those Pop Up media are good. The appearances are good and the movement parts are well-organized, the pictures of the Pop Up books are also good and appropriate, and the Pop Up book is interesting for teaching children.

E. Discussion

In this part, based on the data above, the research findings are discussed. They explain about the appropriateness of the developed Pop Up book to be used for the teaching English to the EL Five Participants of English for Holidays program. Moreover, the discussion is related to the experts', the children's and the teachers' responses to the questionnaires, some characteristics of the appropriate Pop Up media are concluded. The appropriate instructional media that can be applied for EL Five A participants in English for Holidays should have the following criteria:

1. The media appropriate for the instructional aims

The goals of the English instruction in the EFH programs, especially for the EL 5 A class, are to make children able to enjoy the English teaching and learning process in fun and enjoyable environment. The activities done in the class should developed children's competences. The competences are the language competence, the cognitive intelligence, the gross motor/ physical intelligence, and the art intelligence.

In the aspect of language competence, the children are required to communicate by using simple language, write a simple descriptive text and

respond to some instruction. Based on the result of data collection, the developed media have been achieved the goal of the language competence aspect. It showed in the result of the evaluation questionnaires.

Furthermore, the developed media not only focus on developing listening skills but also the speaking, reading and writing skills. Since the developed activities are various, they do not only focus on listening activity but they also provided activities which focus on the integrated skills. Speaking activities were done through the games. The reading and writing activities were provided in the worksheet.

Moreover, the cognitive intelligence, the gross motor/physical intelligence, and the art intelligence were included in the activities. The competences were developed through the games. In addition, the art competence was developed in the “make your own Pop Up book” activities. Both activities require children to work with their sense of art. In conclusion, the developed story-based activities were relevant to the current kindergarten curriculum in Indonesia.

2. The media facilitate the teacher and children in the teaching and learning process.

The activities were organized according to the levels of difficulties (from easy to difficult) to provide a positive learning experience. Then, they accommodate the individual and group work. It is important to provide opportunities for children to work together as it will help them to explore,

share emotions, and developed their self esteem. Since children are easily get bored, it is important to make the activities various and interesting. In addition, by providing various activities, the different learning style and different intelligences are accommodated.

Then, based on the product testing, their Pop Up book is appropriate for teaching English to the participants. It enables the using of the media in any settings, indoor or outdoor setting. There was no error found during the using of the instructional media can also function well.

From the results and discussion above, it can be concluded that this Pop Up book is appropriate to be used as the instructional media for teaching English to the EL Five A participants of English for Holidays program. The users of the Pop Up media consider that media as a user-friendly program because of its ease to use and its capability in enhancing the instruction. Based on the data analysis, this instructional media was good and feasible to use in the English instruction.

3. The material qualities of the media are good and durable.

Since, the learning activity using the Pop Up book is designed to capture children's interest, the Pop Up media is quite useful for the teacher to make the lessons become interesting, lively and fun. The collected data also proves that the material qualities of the media are good and durable. Here is the discussion of how the Pop Up book works on the teaching and learning process:

Meeting 3

Day : Wednesday

Date : July 3, 2013

.....Ts mentioned the material while showing the reading Pop Up book. Ss looked so excited and really interested with the Pop Up book, especially when they found missions at the Pop Up book. They tried to answer and did each mission enthusiastically.....

Meeting 5

Day : Friday

Date : July 5, 2013

.....In group of three and four, Ss write a simple descriptive text, and printed out some photos that they like. They choose their photos by themselves. After that, they put their descriptive text and those photos in their pop up group book, and then they decorate their book with the crayon and colour pencils. They looked so excited and really enjoyed that activity, especially when they put the photos in their pop up book and decorated it. They tried to decorate that book with many colour and many decoration.....

Meeting 8

Day : Wednesday

Date : July 10, 2013

.....Ts told a story about “Boy Who Cried Wolf”, all Ss pay their attention on the story told by Ts. Then they read the dialogue of each character seriously. Then after break, Ss acted the story out enthusiasm, especially because they wear masks and properties of each character that they played.....

From the excerpt of the reflective field note above, it can be seen that the Pop Up media had successfully attracted the students’ attention at the first time they saw the product. The size and the cover of the Pop Up book make

them curious. They have not seen a book as big as the researcher brought before. The cover is animated it presents some interesting and colour pictures. This made the students impatient to wait for what lesson they were going to get.

Furthermore, maintaining the students' attention and focus is not easy. Since the young learners have short attention span, it is needed much efforts to maintain their attention and focus. In fact, the Pop Up media have a power in solving this problem. The researcher took a note related to the way the Pop Up worked on maintaining the students' attention and focus.

From the excerpt of the reflective field not above, it can also be seen that the students followed the lesson enthusiastically. It also describes the learning processes that run well. All students stayed focusing on the learning activity. The Pop Up media help the students to maintain their attention longer. The pictures which are presented in the Pop Up forms make the students amazed. They always wait for what pictures will be presented in the next pages. Therefore, these Pop Up media pictures are very helpful in maintaining the students' attention and focus. The product elicits the children's natural curiosity.

Further, those reflective field notes indicate that all students still followed the lesson until the exercise. It means that the Pop Up media have succeeded in making the students' attention span longer. Moreover, the Pop Up media still attracted the students' attention until the class ended, some

students' asked the researcher about the Pop Up media. The Pop Up media were really amazing for them.

Moreover, this aspect is related to the content of the teacher's guide of the developed media. The teacher's guide is provided to ease other teachers to conduct the English lesson by using the developed media. The guidance since it provides clear steps in each activity. The answer keys of the work sheets are provided in the teacher's guide. The teacher's guide contains the procedures to do the activity and make the media.

4. The media are colourful and attractive.

The use of the picture in the Pop Up book and the map as the media is related to the children visual literacy. The pictures are big enough to be seen by the class. They are also suitable to the topics of the materials so the children can link the children, imagination and the characters in the stories. The illustrations in the media are completed with the text to support children understanding. Moreover, the illustrations in the teacher's guide are big enough to be seen. They are completed with the descriptions so they will be easily used. The typesetting in the teacher's guide is appropriate. Then, the illustration of the game board and the map are clear enough to be seen.

Moreover, based on the collected data, the Pop Up book attracts the students' attention with the good quality texts and pictures. The use of pictures can support the materials presentation in this Pop Up book. The teachers also hoped that pictures used in the Pop Up book could be more interesting and attractive. The appropriate pictures in the Pop Up book are

considered to be the most important learning features using this kind of instructional media.

5. The activities by using the media are plenty and various

The fifth aspect is about the activities by the Pop Up media. Since young learners are very active, the Pop Up book is completed with the physical activities, hands-on activity, and non-verbal language. The Total Physical Responses (TPR) is selected as the teaching method. For example, the role is when the story was played; the students should do some movements based on the example given by the Pop Up puppet movements (listening Pop Up map). In this activity, the students were not required to speak. This was based on the steps of the TPR (the full explanation of this activity is provided in the appendix). This activity was suitable to be applied in the listening class. By doing some movement, the students enjoyed the lesson. The class became more attractive and not monotonous. It was very helpful for the students to comprehend the given material quickly and easily.

From the results and discussion above, it can be conclude that those Pop Up media are appropriate to be used as an instructional media for teaching English to EL Five A participants. The users of the Pop Up media consider that the media as a user-friendly program because of its ease to use and its capability in enhancing the instruction. Based on the data analysis, this instructional media was good and feasible to use in the English Instuction.

CHAPTER V CONCLUSION

A. CONCLUSION

This research was aimed at developing the teaching-learning media in the form of Pop Up books and finding out the characteristic of appropriate materials, activities, and the media for EL Five A participants of English for Holidays program. The teaching-learning media had have been made based on the following criteria which were based on the needs survey:

a. Criteria of Appropriate Instructional Media

The appropriate instructional media that can be applied for EL Five A participants in English for Holidays should have the following criteria:

1. The media appropriate with the instructional aims
2. The media facilitate the teacher and children in the teaching and learning process.
3. The material qualities of the media are good and durable.
4. The media are colourful and attractive.
5. The activities by using the media are plenty and various

b. The production of the Instructional Pop Up Media.

1. Pop Up Media

To support the English teaching and learning process in EL Five A class of EFH in the year of 2013, the researcher develops 3 kinds of Pop Up media. The media are described below.

a) Reading Pop Up book

The first Pop Up book is to be used in teaching English reading to EL Five A participants of EFH program. The Pop Up book has been developed based on the R&D theory by Walter Dick and Lou Carrey in Gall, Gall and Bory (2003:570). The media development in this research consist of eight steps. They are conducting need analysis, formulating instructional design, designing, producing, assessing, revising, implementing, and evaluating the media.

b) Writing Pop Up book

The second Pop Up media were made by the participants. There are two kinds of Pop Up writing book. The first Pop Up book is a group book, the group is consist of three children. They put their writting works, such as their descriptive text and thanking cards, in their Pop Up group book. Then, the second Pop Up writing book is an individual Pop Up book. They put and decorate their Pop Up individual book with their photos and their experiences during the program.

c) Listening Pop Up book

The third Pop Up Media is in the form of the Map of Little Indian Boy story. Teachers can tell the “Little Indian Boy” while holding the Pop Up Map and moving the puppet of Indian boy. After telling the story, teachers can do some follow up activities. The Pop Up map has been also developed based on the R&D theory by Walter Dick and Lou Carrey in Gall, Gall and Bory (2003:570).

d) Speaking Pop Up book

The last Pop Up Media is in the form of the story book of “Boy Who Cried Wolf” story. Teachers can tell the story while open this book in the half way, not fully opened like the other books. After telling the story, teachers can ask his/her students’ opinion about the story. The Pop Up story book has been also developed based on the R&D theory by Walter Dick and Lou Carrey in Gall, Gall and Bory (2003:570).

2. Teacher Guide

To help the English class teachers in presenting the materials and the media, the researcher developed a teacher guide. The teacher guide consists of three parts. The three parts are described below.

a) Course Grid

The course grid is based on the data derived from the needs analysis , the annual activities and the theme of EFH programs in the year of 2013. It describes each topic of the developed Pop Up media. The main components of the course grid are the topics, the learning objectives, the indicators, the material, the activities, and the media. The course grid covers some topics. The course grid can be seen in the appendix 1.

b) Lesson Plan

In order to help the English teacher of EL Five A class of EFH program in delivering the material and planning the class activities, the researcher developed some lesson plans. The lesson plans cover some topics. The example of the lesson plan can be seen in the appendix 1.

c) Media Kits

The media kits are to describe how the media can help on delivering the material or during the class activity. It is expected that the use of the pictures can help the teacher understand the steps of using the media easily.

B. IMPLICATION

The implications can be drawn based on the result of the study. First, the English teaching and learning Pop Up media are designed based on the needs of the English teacher and the participants of EL Five A in English for Holidays program. Moreover, from the assessment and responses from the content expert, the media expert, the class teacher, and the participants of EL Five A class of English for Holidays program of Yogyakarta State University in the year of 2013, it can be conclude that the Pop Up media as the product of this research is feasible to apply for teaching English to EL Five A participants. The average score based on the assessment from content expert is 79,4% It implies that the instructional media are good and feasible to use in English Instruction. Then, the average score based on the assessment from media expert is 96%. It implies that the instructional media are very good and feasible to use in English Instruction. Moreover, the average score based on the evaluation from class teachers and participants of EL five A class is 77,5%. It implies that the instructional media are good and feasible to use in English Instruction.

The second findings show that there are some characteristics of the appropriate instructional media for the participants of EFH program. The findings

show that in developing appropriate teaching-learning media, there are some characteristics that need to be regarded. Those characteristics are needed to develop the teaching-learning media that appropriate to the EFH program. It implies that when teacher wants to create instructional media, she/he should fulfil those characteristics. Implications of these findings are that the teachers and other researchers can create instructional media that are appropriate to their students if they consider about the characteristics of their students.

C. SUGGESTIONS

Based on the conclusion and implication, some suggestions are offered related to this research study. The suggestions are addressed to the English teacher, and the other researchers who interested in this field, media developer, and English Education Departments Children of Yogyakarta State University. These are presented as follows.

1. For the English for Holidays teachers

It is expected that the English teachers use suitable media to support the teaching of English in EFH and the goal of EFH itself, in order to make the participants of this program will be more interested in the English instructional process. Moreover, it is expected that in the EFH, the teachers consider the characteristics of the instructional media for the appropriate instructional media for the participants of this program when she/he wants to create the instructional media.

2. For other researchers who are interested in the same field

They can develop identical media with different topic or activity. They are expected to consider the characteristics of the teacher and the children of their class. The result of this study can be used as a beneficial reference for them who want to conduct a similar study.

3. For the media developers

They should be more creative in designing the media. The media should be both educating and interesting. Moreover, they should provide appropriate media that meet the children's characteristics by analysing the children's need and by understanding the theory deeper.

4. For the English Education Department Children of Yogyakarta State University

They could conduct the same study but in different school or program with different topic for their thesis. Moreover, they should consider the characteristics of the appropriate instructional media for the children before they developed the media.

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L5 COURSE GRID OF EFH 2013

THEME	LANGUAGE SKILLS	INDICATORS	LEARNING MATERIALS	LANGUAGE FUNCTIONS	LEARNING ACTIVITIES	TIME	MEDIA/ RESOURCES
OPENING	<p>LISTENING</p> <ul style="list-style-type: none"> - Responding to others greeting - Responding to others introducing <p>SPEAKING</p> <ul style="list-style-type: none"> - Greeting others - Self introducing - Introducing oneself or others 	<ul style="list-style-type: none"> - Children are able to greet someone or others. - Children are able to introduce themselves and someone or others - Children are able to respond to instructions correctly. 	<p>1. Greeting someone or others</p> <p>2. Self introducing</p> <p>3. Introducing someone or others</p> <p>Back up:</p> <p>4. Asking for and giving something</p> <ul style="list-style-type: none"> • Vocabulary: - Good morning, how are you today? - Hello, my , name, school, full name, nickname, age. 	<ul style="list-style-type: none"> • Greeting: Hello, how are you? Good morning. • Self introducing: Hello, my name is.... You can call me... I go to... • Introducing others' name: He/she is... You can call him/her... She/he goes to.. 	<p>- Morning routines</p> <ul style="list-style-type: none"> - Greeting - Praying - Saluting the flag - Singing hello song and class song <p>Greeting Presentation</p> <ul style="list-style-type: none"> • Teachers show some videos about greeting someone. • Teachers give some examples of greeting someone and drilling the children to greet someone. • Teachers teach pronunciation of some words. <p>Practice</p> <ul style="list-style-type: none"> • Children practice to greet someone to each other. • Children practice the 	90 minutes	<ul style="list-style-type: none"> • Songs • Videos • My name, My style game

			<ul style="list-style-type: none"> • Grammar: S+V+C 		<p>pronunciation of greeting someone or others correctly.</p> <ul style="list-style-type: none"> • Children drill the pronunciation. <p>Production</p> <ul style="list-style-type: none"> • Children greet their friends correctly and appropriately. • Children greet teachers. <p>Getting to know each other: Presentation</p> <ul style="list-style-type: none"> • Teachers show some videos about introducing someone and others. • Teachers introduce themselves to give the example. • Teachers drill the pronunciation. <p>Practice</p> <ul style="list-style-type: none"> • Children try to pronounce some words related to self introducing and introducing others. • Children drill that words together and lead by teachers. 		
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					<ul style="list-style-type: none"> Children practice how to introduce oneself or others. <p>Production</p> <ul style="list-style-type: none"> Teachers and children play <i>My name , My style</i> game together. 		
CAMPUS GRAND TOUR	<p>SPEAKING</p> <ul style="list-style-type: none"> Expressing simple expressions involving asking and giving information. <p>LISTENING</p> <ul style="list-style-type: none"> Responding to simple information about interesting places. 	<ul style="list-style-type: none"> Children are able to ask and give information. Children are able to get information related to interesting places. Children are able to identify some terms related to interesting places 	<ol style="list-style-type: none"> <i>Greeting/hello</i> song <i>Class song</i> <i>Map Labelling</i> <ul style="list-style-type: none"> Vocabulary: <ul style="list-style-type: none"> parking lots basketball court tennis indoor court library bank post Office health Center auditorium hall museum 	<ul style="list-style-type: none"> Asking for information: <i>“What is the function of this building?”</i> 	<p>Getting to know interesting places:</p> <ul style="list-style-type: none"> Morning routines <ul style="list-style-type: none"> greeting praying saluting the flag singing hello song and class song <p>Presentation</p> <ul style="list-style-type: none"> Class briefing Grand tour to some interesting places around campus <p>Practice</p> <ul style="list-style-type: none"> Teachers lead children to do Map Labelling <p>Production</p> <ul style="list-style-type: none"> Children do Map Labelling 	90 minutes	<ul style="list-style-type: none"> Songs Map Stickers of letters Camera

			- park		<ul style="list-style-type: none"> • Together with teachers, children correct their work (of Map Labelling activity) • Children take some pictures/photos to prepare the next task (simple descriptive text) 		
PUBLIC PLACES	<p>READING</p> <ul style="list-style-type: none"> - gaining both general and specific information from descriptive texts by considering the generic structure, including the characteristics, and the linguistics features. 	<ul style="list-style-type: none"> - Students are able to comprehend simple <i>descriptive texts</i>. - Students are able to find the main idea of simple <i>descriptive texts</i>. - Students are able to answer questions that based on the texts correctly. - Students are able to make point list of specific and general information in descriptive texts. 	<ol style="list-style-type: none"> 1. Greeting/hello song 2. Short descriptive text <ul style="list-style-type: none"> • Vocabulary: <ul style="list-style-type: none"> - art gallery - basketball court - tennis indoor court - library - museum - park • Adjective : <ul style="list-style-type: none"> - Big, small, clean, dirty, crowded, quite, large, narrow, tidy, and untidy. 	<ul style="list-style-type: none"> - Describing place: The place is ... It's near.. It's beside... It has ... There is... There are.... 	<p>Morning routines</p> <ul style="list-style-type: none"> - Greeting - Praying - Saluting the flag - Singing hello song and class song <p>BKOF</p> <ul style="list-style-type: none"> - Ts ask the students' experiences in the Campus Grand Tour. - Ts ask the places that they saw when they had the Campus Grand Tour. - Ts mentions today's activity while showing the Pop Up book (thefirst page). <p>MOT (Modeling of the Text)</p> <ul style="list-style-type: none"> - Ss read the first simple desriptive text in the Pop Up book (the second page). - Ss learn some vocabularies 	180 minutes	<ul style="list-style-type: none"> - Song - Photos - Pop up book - Video

			<ul style="list-style-type: none"> • Preposition : <ul style="list-style-type: none"> - beside, front of, near, etc. <p>Grammar: S+V+C</p>		<p>or the names of the bulidings around campus (the third page of pop up book).</p> <ul style="list-style-type: none"> - Ss learn some preposition words using the pop up book(the fourth page). - Ss learn some adjective words using the pop up book (the fifth page). - Ss focus in learning the use of “there is and there are” using the pop up book (the sixth page). <p>JCOT (Join Construction of the Text)</p> <ul style="list-style-type: none"> - Ts show the map of public places in the campus (the seventh page). - Ss do the activity based on the picture that is provided by the teacher. <p>ICOT (Independent Construction of the Text)</p> <ul style="list-style-type: none"> - Ss get another simple descriptive text from the teacher (last page). - Ss read the text and do some 		
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					assignments below the text.		
BARBECUE	<p>LISTENING</p> <ul style="list-style-type: none"> - Responding to some questions involving function: what they are doing - Responding to simple information and instructions related to how to prepare and cook food and beverage. <p>SPEAKING</p> <ul style="list-style-type: none"> - Giving simple information involving functions: what they are doing 	<ul style="list-style-type: none"> - Children are able to respond to the information related to barbecue and their job - Children are able to respond the simple instructions related to barbecue correctly - Children are able to tell what they are doing and what they use during the activity - Children are able to mention the name of the tools that they use 	<ol style="list-style-type: none"> 1. Hello song 2. Matching: worksheet <ul style="list-style-type: none"> • Vocabulary: Chicken sate, syrup, plate, spoon, drill, cut, divide, put, wash, pour. 	<p>Asking for : What is that? It is... They are..</p> <p>Asking about activity:: What are you doing? I am ...</p>	<ul style="list-style-type: none"> - Morning routines <ul style="list-style-type: none"> - Greeting - Praying - Saluting the flag - Singing hello song and class song <p>Presentation</p> <ul style="list-style-type: none"> - Teachers explain what the children should do. - Teachers teach the children how to burn and prepare sate together <p>Practice</p> <ul style="list-style-type: none"> - Children match the picture of tools and its function. <p>Production</p> <ul style="list-style-type: none"> - Children tells what they are doing and what tools that they use - Teachers and children cooperate to conduct lunch together 	180 minutes	<ul style="list-style-type: none"> - Board game - Song - Camera

					<i>Back up:</i> - Teachers and Children sing <i>Do You Have a Fork Song</i> with actions		
DESCRIPTIVE TEXT	WRITING - Writing simple descriptive text in form of pop up book based on some photos	- Students identify the social function of descriptive text. - Students identify and apply the use in descriptive text by correcting and writing sentences. - Students answer questions based on descriptive texts. - Students identify the order of descriptive text and then construct the text.	1. Short descriptive text as example 2. Practice activity: write simple descriptive text 3. Good bye song • Vocabulary: - art gallery - basketball court - tennis indoor court - library - museum - park • Adjective : - Big, small, clean, dirty, crowded, quite, large,	- What did you do yesterday? - Did you...? - Yes, I did - No. I didn't - Is it a vase? - Yes, it is a vase / no, it is not a vase.	- Morning routines - Greeting - Praying - Saluting the flag - Singing hello song and class song BKOF - Teachers give the students some warming up questions as lead in. - Teachers remind about descriptive text. - Students try to explain what descriptive text is as what they know or remember. - Teacher mentions today's activity while showing the Pop Up book (first page). MOT - Teachers give some examples of descriptive texts. - Students with the teacher	180 minutes	- Descriptive text - Pictures/photos - Pop up book

			<p>narrow, tidy, and untidy.</p> <ul style="list-style-type: none"> • Preposition : <ul style="list-style-type: none"> - Beside, front of, near, etc. <p>Back up: Whispering game</p>		<p>start discussing those texts.</p> <ul style="list-style-type: none"> - Teachers facilitate the children to have a discussion about the social function, the grammatical features, and the generic structure of descriptive text. - Teachers recognize prepositions and adjective commonly used in descriptive text. <p>JCOT</p> <ul style="list-style-type: none"> - Students arrange jumbled words into good sentences with the teacher' guidance. - In pairs, students write descriptive sentences based on pictures. - Students apply how to use the prepositions and adjectives correctly. - Students arrange jumbled sentences into a good descriptive paragraph in pairs. <p>ICOT</p> <ul style="list-style-type: none"> - Students write descriptive sentences based on pictures 		
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					individually. - Students apply how to use the preposition and adjective correctly independently. - Students write a descriptive text individually based on their own words and ideas.		
FIELD TRIP	LISTENING - Responding to instructions/steps of how to make pottery SPEAKING - Giving simple information related to procedure to make a pottery - Asking some information about how to make pottery. WRITING - Matching the tools and its	- Children are able to mention the vocabulary related the tools to make pottery. - Children are able to match the tools and their functions. - Children are able to ask for information about how to make pottery. - Children are able to respond to instructions to make pottery.	1. If you're happy song 2. Guessing game - Vocabulary: Big, small, rectangle, triangle, oval, square, and colours - Grammar: How + to inf + this/O? What + should + S + do?	- What is that? - It is vas. - Is the pot big or small? - The pot is big. - What should we do? - How to make it? - Then, what should we do?	- Morning routines - Greeting - Praying - Saluting the flag - Singing hello song and class song - Teachers and children sing if you happy and top of the world songs in the bus. Presentation - Teachers give some instruction about how to open the show and the interview. - Teachers give some instruction about how to ask some questions as the interviewer. - Students learn some questions and ask some	180 minutes	- Paper - Camera

	function. - Writing the instructions of make a pottery				difficult questions. Practice - Teachers give an example of how to interview someone. - Students act out as an interviewer. - Students the questions. Production - After make a clay, students go to the second floor to ask their senior students (EL 6 and senjun students) - Teachers record their performances		
DAILY ACTIVITIES	LISTENING - Responding simple instructions	- The children are able to stick the pictures of the places in the story - The children are able to act out the activities in the story - The children are able to say the expressions of describing the activities - The children are	1. Song 2. Story 3. Expressions : - I wake up - I get out of the bed - I take a bath - I brush my teeth - I get dressed - I have breakfast I go to play. 4. Vocabularies : Verbs : wake up, get up, take	- Walks down the garden - Opens and closes the green gate - Walks down the twisty road - Goes into the dark wood, quietly - Walks through the dark wood	- Morning routines - Greeting - Praying - Saluting the flag - Singing hello song and class song BKOF - Teachers lead the discussion about the topic - Teachers introduce the “Little Indian Boy” character by showing the pictures - Teachers show the Little	150 minutes	- Some resources from internet - Pop Up map

		able to write numbers in the pictures of the activities.	<p>a bath, brush, get dressed, have breakfast, play.</p> <p>Nouns : house, garden park, road, wood, grass, mud, river, hill, cave.</p>		<p>Indian Boy's map.</p> <p>MOT</p> <ul style="list-style-type: none"> - Teachers tell story while showing the pictures in the pop up books. - Teachers ask questions related to the story to check the children understanding. <p>JCOT</p> <ul style="list-style-type: none"> - Teachers act out the story with a child. - Teachers give the Indian's headbands to all children - Teachers and the all children act out the story <p>ICOT</p> <ul style="list-style-type: none"> - Teachers divide the students into three groups. - Students work in groups to stick pictures of place in map. - The students lead by teacher check their maps. - Teacher model activities in the story while drilling the expressions of describing activities. - The students guess what 		
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					<p>activities the teacher is doing.</p> <ul style="list-style-type: none"> - The students write numbers into the activities the teacher is doing. 		
MY STORY	<p>SPEAKING</p> <ul style="list-style-type: none"> - Developing the ability to tell and act out a story containing a lot of new words but still being able to follow the gist of it. 	<p>○ Students are able to:</p> <ul style="list-style-type: none"> - Identify the new words, - Pronounce the new words correctly, and - Express the new words in an appropriate way. 	<ol style="list-style-type: none"> 1. Greeting song 2. Scripts of dialogue 	<ul style="list-style-type: none"> - What should we do, miss/sir? 	<ul style="list-style-type: none"> - Morning routines <ul style="list-style-type: none"> - Greeting - Praying - Saluting the flag - Singing hello song and class song <p>Presentation</p> <ul style="list-style-type: none"> - Ts tell the story to the Ss. - Ss listen to the story carefully. - Ss and T discuss the moral value of the story and ask the students to give other examples. <p>Practice</p> <ul style="list-style-type: none"> - Ts ask one children to be the boy, one wolf, four to be sheep, and four to be people. - Ts retell the story with the students playing their parts. - Ss do the Jump up word game. Give each student 	180 minutes	<ul style="list-style-type: none"> - Song - Scripts dialogues - Pop up story book

					<p>one or two words from the story. Every time they hear their words they jump up and sit down.</p> <p>Production</p> <ul style="list-style-type: none"> - Ts give a dialogue of each character of the story. - Ss read the dialogue with the Ts' guidance. - Ss act the story out to practice their closing performance. 		
MY ACTION (Gladi Resik)	<p>LISTENING</p> <ul style="list-style-type: none"> - Responding to the dialogues that will be said by others - Responding to the instructions to practice the drama <p>SPEAKING</p> <ul style="list-style-type: none"> - Expressing the dialogues for their performance 	<ul style="list-style-type: none"> o Children are able to express the dialogues for drama performance by acting them out o Children are able to express asking something in order to finish their popup book o Children are able to write down all the activities that they have done in 	<ol style="list-style-type: none"> 1. Greeting song 2. <i>Theme song</i> 3. Scripts of dialogue 4. Pictures/photos of all activities that we have done 5. Children' popup book 6. Role play activity 7. Good bye song 	<ul style="list-style-type: none"> - Can I borrow your pen? - Do you have? - How to make those pictures up? 	<ul style="list-style-type: none"> o Role playing the story <ul style="list-style-type: none"> - Morning routines - Greeting - Praying - Saluting the flag - Singing hello song and class song <p>Presentation</p> <ul style="list-style-type: none"> - Teachers guide students to read the dialogues of the story. - Teachers help the students to pronounce the difficult words - Students drill the difficult 	180 minutes	<ul style="list-style-type: none"> - Song - Scripts - Picture - Paper - Glue

	<p>clearly and correctly.</p> <p>WRITING</p> <ul style="list-style-type: none"> - Writing simple description in their memorial / pop up book. 	<p>the form of pop up book</p> <ul style="list-style-type: none"> o Children are able to give simple description and opinion in their popup book 	<ul style="list-style-type: none"> - Vocabulary: Fantastic, awesome, not bad, so so, great, unforgettable - Grammar: S+to be+C 		<p>words.</p> <p>Practice</p> <ul style="list-style-type: none"> - Students read and drill their own dialogue. - Students act the story out in the stage. <p>Production</p> <ul style="list-style-type: none"> - Students act the story out seriously. <ul style="list-style-type: none"> o Finish their popup book <p>Presentation</p> <ul style="list-style-type: none"> - Teachers give the example of pop up book. <p>Practice</p> <ul style="list-style-type: none"> - Teachers give some instruction of how to put some pictures in their popup book. <p>Production</p> <ul style="list-style-type: none"> - Children arrange pictures about their activities during the EFH program. 		
CLOSING CEREMONY	<p>SPEAKING</p> <ul style="list-style-type: none"> - Expressing English dialogues in the 	<ul style="list-style-type: none"> - Children are able to perform their ability by expressing the 			<ul style="list-style-type: none"> - Morning routines - Class Briefing - Closing ceremony: <ul style="list-style-type: none"> - Opening 	180 minutes	

	drama performance.	English dialogues with its action together in the drama performance			<ul style="list-style-type: none">- Singing theme song- Performance by playing the drama- Closing		
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LESSON PLAN (READING)

Institution : English for Holidays Program of Yogyakarta States University
Subject : English
Skill : Reading
Class / Year : EL 5 A / 2013
Time Allocation : 210 minutes
Theme : Descriptive text
Sub theme : Public Place

Goal :

After given descriptive texts with the provided activities, students are able to completely and accurately gain both general and specific information from descriptive texts by considering the generic structure, including the characteristics, and the linguistics features.

Indicators :

- Students are able to comprehension the simple *descriptive text*.
- Students are able to find the main idea of the simple *descriptive text*.
- Students are able to answer questions that follow the example texts correctly.
- Students are able to make point list of specific and general information in descriptive text.

Approach : Text Based Approach (Genre Based)

1. Procedures

a. Opening

- Teachers prepare everything for the instruction.
- Teachers begin the class with greeting and praying.
- Teachers review the last activities.
- Teachers give the background knowledge of today's material.
- Teachers mention the today's instructional objective and today's activities.

b. Core activities

BKOF (Building Knowledge of the Field)

- Ts ask the students' experiences in the Campus Grand Tour.

- Ts ask the places that they see when they had the Campus Grand Tour.
- Ts mention today's activity while showing the Pop Up book (the first page).

MOT (Modeling of the Text)

- Ss read the first simple descriptive text in the Pop Up book (the second page).
- Ss learn some vocabularies or the name of the buliding around campus (the third page).
- Ss learn some preposition words using the pop up book (the fourth page).
- Ss learn some adjective words using the pop up book (the fifth page).
- Ss focus in learning the use of "there is and there are" using the pop up book (the sixth page).

JCOT (Join Construction of the Text)

- Ts show the map of a public place in the campus (the seventh page).
- Ss do the activity based on the picture that is provided by the teacher.

ICOT (Independent Construction of the Text)

- Ss get another simple descriptive text from the teacher (the last page).
- Ss read the text and do some assignment below the text.

c. Clossing

- Teachers give reviews today's material and activities.
- Teachers ask the students to summary today's material and activities.
- Teachers give assignment to the students.
- Teachers inform the next meeting agenda/activity.
- Teachers close the class with greeting and praying.

2. Teaching Media

The instructional media used are:

- Resourch from internet
- a Pop Up book

3. Assessments

- Technique :** writen test in the form of multiple choice test.

b. Scoring

Question number 1-15	→	Score for the true answer	: 1
		Score for the false answer	: 0
Maximum score			: 15
Maximum mark			: 100
Students' mark			:

- A. tour
 - B. tourist
 - C. tourism
2. Based on the text, which statement is correct?
 - A. Tanah Lot is a popular tourist resort in Bali.
 - B. Tanah Lot is not a popular tourist resort in Bali.
 - C. Bali is a well-known tourist resort in Tanah Lot.
 3. Tanah lot has a very lovely view. 'View' has a similar meaning with ...
 - A. scenery
 - B. beach
 - C. pura
 4. Where is the Pura Tanah Lot?
 - A. behind a rocky hill
 - B. under a rocky hill
 - C. on a rocky hill
 5. The identification of the text is
 - A. Tanah Lot is a well-known tourist resort in Bali.
 - B. It really has a very lovely scenery with its natural beach.
 - C. The rocks on the beach make it more beautiful.

EIFFEL TOWER

The Eiffel Tower (French: La tour Eiffel. Nickname La Dame de fer, the iron lady) is an 1889 iron lattice tower located on the Champ de mars in Paris that has become both a global icon of France and one of the most recognizable structures in the world. The tallest building in Paris, it is the most visited paid monument in the world million of people ascend it every year. Named the designer, engineer Gustave Eiffel, the tower was built as the entrance arch to the 1889 world fair.

The tower has three levels for visitor. Tickets can be purchased to ascend by stairs or lift, to the first and second levels . The walk to the first levels is over 300 steps, as is the walk from the first to the second level. The third and the

highest level is accessible only by lift. Both the first and the second levels feature restaurants.

The tower has become the most prominent symbol of both Paris and French, often in the establishing shot of films set in the city. That is the most value able experience in my life go to the most – visited paid monument in the world.

Answer these following questions based on the text above

6. Where is the exact location of Te Eiffel Tower?
 - A. On the Champ de mars in Paris
 - B. At both global icon of French and the monument
 - C. At the tallest building in Paris
7. We can only use lift to the....
 - A. first to the third level
 - B. first and second level
 - C. third and the highest
8. “.....it is the most visited paid monument in the world.(par 1”). The word “it” refers to the....
 - A. Tower of French
 - B. iron lattice tower
 - C. tallest building in Paris
9. The Eiffel Tower has been ... old now.
 - A. 122
 - B. 123
 - C. 124

BATURADEN

Baturaden is a tourist destination in Banyumas regency, Central Java, Indonesia. Baturaden located in the northern town of Purwokerto just on the shout slope of Mount Slamet. With height 640 m above sea level. Air temperature ranges between 18- 25Celcius with humidity from 70 to 80 mm Hg.

The air in Baturaden is very cool, and the scenery is very beautiful and natural. From the town of Purwokerto, the road to this Baturaden is only about 14 km to the north, and can be reached by public transportation.

Baturaden also a tourist area visited by many local tourists, as well as foreign tourists, especially on Sundays and national holidays. To accommodate them, there are some hotels and inn available there.

Answer these following questions based on the text above

10. What of the purpose of the text?
 - A. to share experience about the place.
 - B. to attract visitors to come to Baturaden.
 - C. to describe Baturaden for the writer.
11. Where is the object located?
 - A. near Purwokerto
 - B. on the Mount Slamet slope
 - C. on the top of Mount Slamet
12. What air temperature ranges in Baturaden?
 - A. 18-25 Celcius
 - B. 14 Celsius
 - C. 70-80 Celsius

KUEKENKOF FLOWER PARK

Kuekenhof Flower Park is also known as the Garden of Europe. It is situated near Lisse, Netherlands. It is the world' largest flower garden. Kuekenhof is more than 150 years old. Its first grounds were founded around 1840.

Everyone who loves flowers knows Kuekenhof Flower Park, there are so many kinds of beautiful flowers. There are approximately 54,520 acres of parkland planted with tulips and other bulbs. Kuekenhof is open from the last week of March to mid-May. The best time to view the tulips is around mid-April. However, it depends on the weather. In seven weeks Kuekenhof has about 800,000 visitors.

(adapted from: <http://www.kaben.dk>)

Answer these following questions based on the text above

13. What is the other name of Kuekenhof Flower Park?

A. Garden of Europe

B. Lisse

C. Netherlands

14. Where is Kuekenhof located?

A. England

B. Near Lisse, Netherlands.

C. France

15. When is the best time to view the tulips?

A. around mid-April

B. around mid-May

C. around mid-June

LESSON PLAN (WRITING)

Institution	: English for Holidays Program of Yogyakarta States University
Subject	: English
Skill	: Writing
Class / Year	: EL 5 A / 2013
Time Allocation	: 210 minutes
Theme	: Descriptive text
Sub theme	: Public Place

Goal :

After given descriptive texts with the provided activities, students are able to:

- Express the social function of descriptive text correctly.
- Apply the tense used in descriptive text in writing correctly.
- Find information from descriptive text
- Apply common words and terms related to descriptive text correctly
- Construct or write a descriptive text.

Indicators :

- Students identify the social function of descriptive text.
- Students identify and apply the used in descriptive text by correcting and writing sentences.
- Students answer questions based on descriptive texts.
- Students identify the order of descriptive text and then construct the text.

Approach : Text Based Approach (Genre Based)

1. Procedures

a. Opening

- Teachers prepare everything for the instruction.
- Teachers begin the class with greeting and praying.
- Teachers review the last activities.
- Teachers give the background knowledge of today's material.
- Teachers mention the today's instructional objective and today's activities.

b. Core activities

BKOF (Building Knowledge of the Field)

- Teachers give the students some warming up questions as lead in.
- Students are reminded about descriptive text.
- Students try to explain what descriptive text is as what they know or remember.
- Ts mention today's activity while showing the Pop Up book (the first page).

MOT (Modeling of the Text)

- Teachers give some examples of descriptive texts.
- Students with the teacher as well start discussing those texts.
- Teachers facilitate the children to have a discussion about the social function, the grammatical features, and the generic structure of descriptive text.

- Teachers introduce the prepositions and adjectives commonly used in descriptive text.

JCOT (Join Construction of the Text)

- Students arrange jumbled words into good sentences with the teacher's guidance.
- In pairs, students write descriptive sentences based on pictures.
- Students apply how to use the prepositions and adjectives correctly.
- Students arrange jumbled sentences into a good descriptive paragraph in pairs.

ICOT (Independent Construction of the Text)

- Students write descriptive sentences based on pictures individually.
- Students apply how to use the preposition and adjective correctly independently.
- Students write a descriptive text individually based on their own words and ideas.

c. Clossing

- Teachers give reviews today's material and activities.
- Teachers ask the students to summary today's material and activities
- Teachers give assignment to the students.
- Teachers inform the next meeting agenda/activity.
- Teachers close the class with greeting and praying.

2. Teaching Media

The instructional media used are:

- Resources from internet
- a Pop Up book

3. Assessments

a. Technique :

Teachers ask the children to produce or to write a descriptive text. The assessment involves the indicators that have been learned by the students before.

b. Scoring Rubric

Writing scoring based in Anderson (2003:92)

Scores	4	3	2	1
Idea and development	Extensive development of topic, strong support of main ideas with details.	Good development of topic	Adequate development of topic, listing of detail	Weak development of topic
Organization	Completely organized smooth from strong sequence	Fairly well organized, flow and sequence evident	Sparsely organize, lack of sequence	Not recognized
Vocabulary	Vivid imaginative word choice, appropriate use vocabularies.	Good choice, simple words	Fair word choice, simple words	Poor or inappropriate word choice
Sentence structure	Excellent: no errors and variety length.	Adequate: few errors and some variety of length	Fair: choppy with variety	Poor: many errors
Spelling	Error free	Very few error (1-5)	Some errors (6-10)	Many errors (over 10)
Capitalization and punctuation	Error free	Very few error (1-5)	Some errors (6-10)	Many errors (over 10)

4. Teaching Material

- Photos of example places



LESSON PLAN (LISTENING)

Institution : English for Holidays Program of Yogyakarta States University
Subject : English
Skill : Listening
Class / Year : EL 5 A / 2013
Time Allocation : 240 minutes
Theme : Daily activity
Sub theme : Little Indian Boy

Goal :

Children are able to communicate and have adequate vocabularies as well as identify symbols to get them ready to act it out as drama performance.

Indicators :

- The children are able to stick the pictures of the places in the story.
- The children are able to act out the activities in the story.
- The children are able to say the expressions of describing the activities.
- The children are able to write numbers in the pictures of the activities.

Method : TPR

Approach : Genre Based Approach

1. Teaching Material

- a. Story
- b. Expressions :
 - I wake up
 - I get out of the bed
 - I take a bath
 - I brush my teeth
 - I get dressed
 - I have breakfast
 - I go to play

c. Vocabularies :

Verbs : wake up, get up, take a bath, brush, get dressed, have breakfast, play.

Nouns : house, garden park, road, wood, grass, mud, river, hill, cave.

2. Procedures

a. Opening

- Teachers prepare everything for the instruction.
- Teachers begin the class with greeting and praying.
- Teachers review the last activities.
- Teachers give the background knowledge of today's material.
- Teachers mention the today's instructional objective and today's activities.

b. Core activities

BKOF

- Teacher lead the discussion about the topic.
- Teachers introduce the "Little Indian Boy" character by showing the pictures.
- Teachers show the Little Indian Boy's map.

MOT

- Teachers tell story while showing the pictures in the pop up books.
- Teachers ask questions related to the story to check the children understanding.

JCOT

- Teachers act out the story with a child.
- Teachers give the Indian's headbands to all children.
- Teachers and the all children act out the story.

ICOT

- Teachers model activities in the story while drilling the expressions of describing activities.
- The students guess what activities the teacher is doing.

- The students write numbers into the activities the teacher is doing.

c. Closing

- Teachers give reviews today's material and activities.
- Teachers ask the students to summary today's material and activities.
- Teachers give assignment to the students.
- Teachers inform the next meeting agenda/activity.
- Teachers close the class with greeting and praying.

3. Teaching Media

- Resources from internet
- Pop Up book as the story book

4. Assessments

Children's Name Indicators											
The children are able to act out the activities in the story.											
The children are able to say the expressions of describing the activities.											
The children are able to guess the activities the teacher is doing.											
The students guess The students write numbers into the activities the teacher is doing.											

Scoring rubric

Score range	
Very good	5
Good	4
Adequate	3
Less	2
Worse	1

References

Wright, Andrew. 2004. *Storytelling with Children*. New York: Oxford University Press.

5. Appendix

Story	Instructions
The Little Indian Boy wakes up. He gets out bed. He gets dressed. He has his breakfast. He says to his mummy, 'Oooooooo! I'm going to play.' He walks down the garden path, Walk, whistle, walk, whistle, walk, whistle. He opens and closes the green gate. Click! There is a twisty road. He walks down the twisty road, walk, whistle, walk, whistle.	<i>Open your eyes and yawn,</i> <i>Step out and scratch.</i> <i>Pull on a shirt.</i> <i>Eat and drink.</i> <i>Walk and whistle.</i> <i>Open the gate, go through it, and</i> <i>close it.</i> <i>Point.</i> <i>Walk, whistle.</i>

<p>There is a dark wood. He goes into the dark wood, quietly. Sh! Sh! Sh! Sh! Sh! Sh! He walks through the dark wood, tip,toe, tip,toe, tip,toe.</p> <p>There is some tall grass. He walks through the tall grass, swish, swish, swish, swish, swish.</p> <p>There is some wet mud. He walks through the wet mud, suck, squelch, suck, squelch, suck, squelch.</p> <p>There is a deep river! He swims across the deep river, swim, swim, swim, swim, swim, swim.</p> <p>There is a steep hill. He climbs the steep hill, gasp, gasp, gasp, gasp, gasp, gasp.</p> <p>There is a cave! It's a very dark cave! He looks into the dark cave, peep, peep, peep, peep, peep, peep. He listens.</p>	<p><i>Point.</i> <i>Finger on lips, moving head to each side.</i> <i>Walk on tiptoe, swinging your body.</i></p> <p><i>Point.</i> <i>Part the tall grass with your hands.</i> <i>Point.</i> <i>Lift your feet as if pulling them up out of sticky mud (or your hands if you are imitating walking with them).</i> <i>Point.</i> <i>Swim with your hands and arms.</i></p> <p><i>Point.</i> <i>Swing from side to side and gasp.</i></p> <p><i>Point.</i> <i>Look from side to side.</i> <i>Several seconds of silence in which your hands creep if you are imitating feet with them.</i> <i>Creep or make you hands creep if you are imitating feet with them.</i></p>
---	---

<p>Through the dark wood, tip,toe, tip,toe, tip,toe.</p> <p>Up the road, run, run, run, run, run, run.</p> <p>Open the gate, close the gate, click!</p> <p>Up the garden path, run, run, run, run, run, run.</p> <p>Open the door, close the door, bang! 'Don't bang the door!' says his mum. 'Ooooooooooooooooooooo! Mum!'</p>	<p><i>Arms swinging with running action.</i></p> <p><i>Open and close the gate.</i></p> <p><i>Make a running action.</i></p> <p><i>Open and close the door.</i> <i>Slap a table very hard.</i></p>
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LESSON PLAN (SPEAKING)

Institution	: English for Holidays Program of Yogyakarta States University
Subject	: English
Skill	: Speaking
Class / Year	: EL 5 A / 2013
Time Allocation	: 240 minutes
Theme	: My story
Sub theme	: Boy Who Cried Wolf
Goal	: At the end of the lesson, students are able to develop the ability to tell and act out a story containing a lot of new words but still being able to follow the gist of it.
Indicators	: Students are able to: <ul style="list-style-type: none">- Identify the new words,- Pronounce the new words correctly, and- Express the new words in an appropriate way.
Method	: TPR
Approach	: Presentation, Practice, Production (PPP)

1. Procedures

a. Opening

- Teachers prepare everything for the instruction.
- Teachers begin the class with greeting and praying.
- Teachers review the last activities.
- Teachers give the background knowledge of today's material.
- Teachers mention the today's instructional objective and today's activities.

b. Core activities

Presentation

- Ts tell the story to the Ss while using the Pop Up book.
- Ss listen to the story carefully.
- Ss and T discuss the moral of the story and ask the students to give other examples.

Practice

- Ts ask one children to be the boy, one wolf, four to be sheep, and four to be people.
- Ts retell the story with the students playing their parts.
- Ss do the Jump up word game. Give each student one or two words from the story. Every time they hear their words they jump up and sit down.

Production

- Ts give a dialogue of each character of the story.
- Ss read the dialogue with the Ts' guidance.
- Ss act the story out to practice their closing performance.

c. Clossing

- Teachers give reviews today's material and activities.
- Teachers ask the students to summary today's material and activities.
- Teachers give assignment to the students.
- Teachers inform the next meeting agenda/activity.
- The teacher close the class with greeting and praying.

2. Teaching Media

- Some resources from internet
- Pop Up book as the story book

3. Assessments

Affective

No.	Aspect	Score	
1.	Accuracy (using the correct grammar, vocabulary and pronunciation)	5	Very good
		4	Good
		3	Enough
		2	Poor
		1	Very poor
2.	Fluency (speaking at the normal speed, without hesitation and too many stops and pauses)	5	Very good
		4	Good
		3	Enough
		2	Poor
		1	Very poor

References

Wright, Andrew. 2004. *Storytelling with Children*. New York: Oxford University Press.

Appendices:

“Boy Who Cried Wolf”

There was once a boy who lived in a small village out in the countryside. He worked as a Shepperd, which meant he watched over a flock of sheep to make sure none of them got lost or eaten by a wolf.

After a few weeks of working as a sheperd, the boy started to get bored. He decided to play a game to amuse himself.

One day, he screamed, "Wolf! Wolf!", so that all the people in the village would think a big, bad wolf had come to eat all the sheep.

The villagers heard his cries and rushed out of the village to help the shepherd boy drive the wolf away.

But when they arrived at the top of the hill, they found no wolf. The boy laughed at the sight of their angry faces. "Don't cry 'wolf', shepherd boy," said the villagers, "when there's no wolf!" They went grumbling back down the hill.

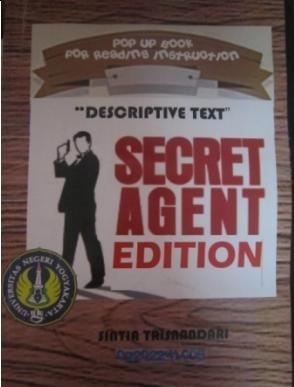



On the next day, the boy was watching his sheep when suddenly, he saw a REAL wolf prowling about his flock.



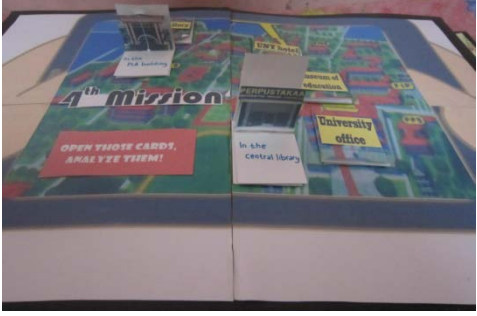

Alarmed, the shepherd boy ran towards the village and sang out as loudly as he could, "Wolf! Wolf! Help! Somebody!"

But no one came. The villagers heard his cries but they laughed because they thought it was another trick.

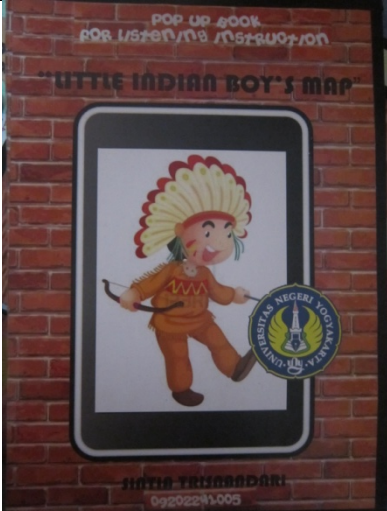


The wolf ate all up the sheep. That day, the boy learned a very important lesson. He learned that you should never lie because if you do, then people won't believe you even when you tell the truth.

**Story Board of the Pop Up Book for Teaching English (Reading)
to the EL 5 A Participants of English for Holidays Program in the
year of 2013**

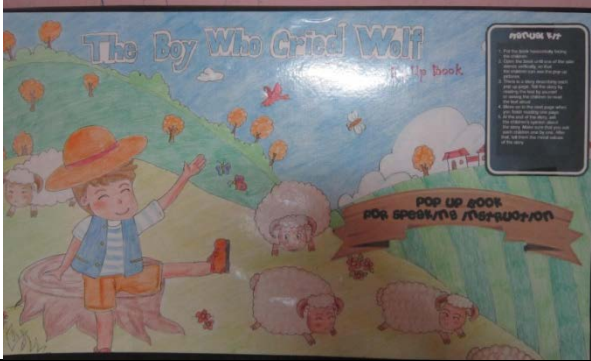


No	Part	Picture	Note
1.	Cover		The cover contains the theme of the material
2.	Introduction page		The introduction page contains a main picture and a written text showing the theme of the material and guideline to use the Pop Up book.
3.	Descriptive text page		In this page, there is a secret agent and the material in the form of descriptive text. The main picture is a secret agent holding an ID card containing a descriptive text.
4.	Vocabularies and preposition page		On this page, some vocabularies and preposition place related to the public places around campus are introduced.




5.	Instruction page (before adjective page)		On the adjective page, there are some adjectives related to the public place. However, children will find an instruction page before they get the adjective page.
6.	Adjective page		In the adjective page, there are some adjective words related to the public places.
7.	There is and there are page		In this page, children will find a university map contains buildings around campus. At the some of the building, there are Pop Up cards contain the picture of the building with its name.
8.	Exercise page		In this page, the exercises cards are prepared on the tablet box. They have to follow the instruction, before they find the exercise cards.




Story Board of the Pop Up “Little India Boy” Map for Teaching English (Listening) to the EL 5 A Participants of English for Holidays Program in the year of 2013

No	Part	Picture	Note
1.	Cover		The cover contains the theme of the material and an Indian boy picture.
2.	Map		The map contains the map of “Little Indian Boy” story.
3.	Little Indian Puppet		There are two pair of magnet to move the puppet. The first pair of magnet have the picture of indian boy then the second one not.

Story Board of the Pop Up Book for Teaching English (Speaking)
to the EL 5 A Participants of English for Holidays Program in the
year of 2013

No	Part	Picture	Note
1.	Cover		The cover contains the theme of the material
2.	Story pages		There are ten pages of the story pages. Each page of the story pages contains the picture of each part of the story and its script. That is the first page.
			The second page

		 <p>One day, he screamed, "Wolf! Wolf!" so that all the people in the village would think a big, bad wolf had come to eat all the sheep.</p>	The third page
		 <p>The villagers heard his cries and rushed out of the village to help the shepherd boy drive the wolf away.</p>	The fourth page
		 <p>But when they arrived at the top of the hill, they found no wolf. The boy laughed at the sight of their angry faces. "Don't cry, wolf, shepherd here," said the villagers, "when there's no wolf!" They went grumbling back down the hill.</p>	The fifth page

		 <p>The boy felt very pleased with his joke. He sat down in the long grass, pulled his hat down over his eyes and had a little rest. Suddenly, he heard a strange sound!</p>	The sixth page
		 <p>He looked around and there on the hill behind him was a wolf! A very big wolf! It looked at his sheep and licked its lip!</p>	The seventh page
		 <p>Alarmed, the shepherd boy ran towards the village and sang out as loudly as he could, "Wolf! Wolf! Help! Somebody!"</p>	The eighth page

			The ninth page
			The tenth page
3.	Conclusion Page		In the last page, teacher can ask her/his students' opinion about the story. Then they can tell them about the moral value.

INTERVIEW GUIDELINE

FOR TEACHERS

Name :

1. According to your opinion, how are the characteristics of the participants in your class?
2. Is there any problems that you found when you taught them?
3. What were you do when you could not handle your students?
4. What approaches and activities did you use in your classroom?
5. Is that materials and activities did you use were followed the theme of EFH?
6. As the materials developers, what kind of considerations did you use to adjust the materials?
7. What media that did you use to teach your class?
8. Is there any problems when you decide the media that you would use in your class?
9. In your opinion, what the next EFH teachers should prepared to teach the EFH participants?

A. INSTRUMENT FOR MEDIA ASSESSING BY THE CONTENT EXPERT

Kepada Yth.
Bapak/Ibu responden

Dengan Hormat,

Saya mahasiswa Program Studi Jurusan Pendidikan Bahasa Inggris Fakultas Bahasa Dan Seni Universitas Negeri Yogyakarta sedang melaksanakan penelitian skripsi dengan Judul **“Developing Pop Up Media for EL Five Participants of English for Holidays Program of Yogyakarta States University”**. Saya sangat mengharapkan kesediaan Bapak/Ibu untuk mengisi kuesioner ini. Partisipasi dan bantuan Bapak/Ibu sangat bermanfaat dalam memberi masukan yang berarti dalam penelitian ini. Saya sangat berterimakasih atas kesediaan dan partisipasi Bapak/Ibu dalam meluangkan waktu untuk mengisi kuesioner ini.

Atas perhatian dan kerja sama Anda, saya ucapkan terima kasih.

Hormat saya,
Sintia Trisnandari - NIM 09202241005

Data Responden

Nama :
Institusi :

Petunjuk Pengisian

1. Bacalah dengan seksama setiap pertanyaan sebelum menjawab
2. Saudara hanya dapat memberi satu pilihan jawaban dari setiap pertanyaan
3. Berilah tanda centang (√) pada jawaban yang menurut anda paling sesuai, dengan ketentuan sebagai berikut :
1 = sangat kurang (very poor)
2 = kurang (poor)
3 = cukup (fairly)
4 = baik (good)
5 = sangat baik (very good)

Put a tick (v) in the appropriate box

1. Goals Aspects

No	Statement	1	2	3	4	5
1.	The media being developed are appropriate to the indicators and course grid.					
2.	The media being developed are appropriate to children's needs.					
3.	The media being developed are appropriate to children's language acquisition's level.					
4.	The media being developed encourage children to learn communicatively.					
5.	The media being developed related to daily life.					

2. Activities Aspect

No	Statement	1	2	3	4	5
1.	The activities on the tasks encourage children to communicate in English.					
2.	The activities are interesting.					
3.	The activities are varies and not monotonous.					
4.	The media being developed include macro skills.					
5.	The media being developed include activities to understand certain language functions.					
6.	The media being developed include activities that apply understanding in certain language functions.					
7.	The activities in are well developed based on the topics.					
8.	The activities stimulate works of the left and right brain (through music, coloring, listening, speaking, painting, sticking, moving, etc.).					
9.	The tasks are developed from the easier to more difficult tasks.					
10.	The activities are done inside and outside of the classroom.					

3. Setting Aspect

No	Statement	1	2	3	4	5
1.	The activities covered several settings in class (individuals, pairs, groups, whole class).					
2.	The activities in individual tasks are able to encourage children to be independent.					
3.	The activities in pairs, groups and whole class tasks are able to increase children's communicative competence.					

4. Layout Aspect

No	Statement	1	2	3	4	5
1.	The media were arranged orderly.					
2.	The orders of materials in the media were well organized and easy to be followed.					
3.	The developed layouts are interesting.					
4.	The layouts are easy to be understood.					
5.	The size and font in the texts are clear and interesting.					
6.	The layout is clear and not too complex.					
7.	The illustrations in the tasks are interesting.					
8.	The colour of the pictures and illustrations are interesting.					

Comments and suggestions for revision

No.	Revision Target	Description	Suggestion
1.			
2.			
3.			
4.			
5.			

Conclusion:

This media is considered to be *)

1. Feasible to apply without revision
2. Feasible to apply with suggested revision
3. Less feasible to apply

*) circle one of the statements

B. INSTRUMENT FOR MEDIA ASSESSMENT BY THE MEDIA EXPERT

Kepada Yth.
Bapak/Ibu responden

Dengan Hormat,

Saya mahasiswa Program Studi Jurusan Pendidikan Bahasa Inggris Fakultas Bahasa Dan Seni Universitas Negeri Yogyakarta sedang melaksanakan penelitian skripsi dengan Judul **“Developing Pop Up Media for EL Five Students of English for Holidays Program of Yogyakarta States University”**. Saya sangat mengharapkan kesediaan Bapak/Ibu untuk mengisi kuesioner ini. Partisipasi dan bantuan Bapak/Ibu sangat bermanfaat dalam memberi masukan yang berarti dalam penelitian ini. Saya sangat berterimakasih atas kesediaan dan partisipasi Bapak/Ibu dalam meluangkan waktu untuk mengisi kuesioner ini.

Atas perhatian dan kerja sama Anda, saya ucapkan terima kasih.

Hormat saya,
Sintia Trisnandari - NIM 09202241005

Data Responden

Nama :
Institusi :

Petunjuk Pengisian

1. Bacalah dengan seksama setiap pertanyaan sebelum menjawab
2. Saudara hanya dapat memberi satu pilihan jawaban dari setiap pertanyaan
3. Berilah tanda centang (√) pada jawaban yang menurut anda paling sesuai, dengan ketentuan sebagai berikut :

1 = sangat kurang (very poor)
2 = kurang (poor)
3 = cukup (fairly)
4 = baik (good)
5 = sangat baik (very good)

Put a tick (v) in the appropriate box

1. Face Aspects (Aspek Tampilan)

No.	Statement	1	2	3	4	5
1.	Komposisi warna ilustrasi sesuai The composition of the illustration colour is appropriate					
2.	Komposisi warna teks sesuai The composition of the text colour is appropriate					
3.	Pemilihan jenis gambar sesuai The choices of the pictures are appropriate					
4.	Pemilihan ukuran gambar sesuai The choices of the pictures' size are appropriate					
5.	Kualitas gambar baik The quality of the pictures is good					
Nilai total/Total score						
Nilai rata-rata/mean (x)						

2. Development Aspect (Aspek Pengembangan)

No.	Statement	1	2	3	4	5
1.	Bagian yang dapat berubah-ubah bekerja dengan baik The movable elements work well					
2.	Pemilihan gambar tepat The choices of the pictures is appropriate					
3.	Pengaturan gambar sesuai The arrangement of the pictures is good					
4.	Pembagian materi baik Splitting of the materials is good					
5.	Teks yang digunakan efektif dan efisien The text used are affective nd efficient					
Nilai total/Total score						
Nilai rata-rata/mean (x)						

Comments and suggestions for revision

No.	Revision Target	Description	Suggestion
1.			
2.			
3.			
4.			
5.			

Conclusion:

This media is considered to be *)

1. Feasible to apply without revision
2. Feasible to apply with suggested revision
3. Less feasible to apply

*) circle one of the statements

C. INSTRUMENT FOR MEDIA ASSESSMENT BY THE EL FIVE A CLASS TEACHER

Kepada Yth.
Bapak/Ibu responden

Dengan Hormat,

Saya mahasiswa Program Studi Jurusan Pendidikan Bahasa Inggris Fakultas Bahasa Dan Seni Universitas Negeri Yogyakarta sedang melaksanakan penelitian skripsi dengan Judul **“Developing Pop Up Media for EL Five Students of English for Holidays Program of Yogyakarta States University”**. Saya sangat mengharapkan kesediaan Bapak/Ibu untuk mengisi kuesioner ini. Partisipasi dan bantuan Bapak/Ibu sangat bermanfaat dalam memberi masukan yang berarti dalam penelitian ini. Saya sangat berterimakasih atas kesediaan dan partisipasi Bapak/Ibu dalam meluangkan waktu untuk mengisi kuesioner ini.

Atas perhatian dan kerja sama Anda, saya ucapkan terima kasih.

Hormat saya,
Sintia Trisnandari - NIM 09202241005

Data Responden

Nama :
Institusi :

Petunjuk Pengisian

1. Bacalah dengan seksama setiap pertanyaan sebelum menjawab
2. Saudara hanya dapat memberi satu pilihan jawaban dari setiap pertanyaan
3. Berilah tanda centang (✓) pada jawaban yang menurut anda paling sesuai, dengan ketentuan sebagai berikut :

- 1 = sangat kurang (very poor)
- 2 = kurang (poor)
- 3 = cukup (fairly)
- 4 = baik (good)
- 5 = sangat baik (very good)

Put a tick (v) in the appropriate box

1. Material Aspects (Aspek Material)

No.	Statement	1	2	3	4	5
1.	Materi yang diajarkan lengkap The materials taught are complete					
2.	Materi yang diajarkan jelas The materials taught are clear					
3.	Bahasa yang digunakan jelas The language used is clear					
4.	Gambar yang digunakan untuk menjelaskan konsep jelas The pictures explaining the concepts are clear					
5.	Petunjuk yang digunakan jelas The instructions used are clear					
6.	Contoh yang digunakan untuk menjelaskan konsep jelas The examples used to explain the concepts are clear					
7.	Soal-soal latihan jelas The exercise are clear					
8.	Materi dan soal seimbang The materials and the test item are balance					
Nilai total/Total score						
Nilai rata-rata/mean (x)						

2. Instructional Aspect

No.	Statement	1	2	3	4	5
1.	Indikator sesuai dengan tujuan pembelajaran The indicator are appropriate to the goal of the instruction					
2.	Sasaran pembelajaran jelas The target audiences of the instructions are clear					
3.	Materi yang diajarkan lengkap The materials taught are complete					
4.	Materi yang diajarkan jelas The materials taught are clear					
5.	Materi yang diajarkan runtut The materials are taught in good order					
6.	Petunjuk yang digunakan jelas The instruction used are clear					
7.	Latihan soal dan materi yang diberikan seimbang The exercises and materials are balance					
8.	Soal sesuai dengan indikator					

	The test items are appropriate to the indicators					
9.	Media yang digunakan menarik The media used are attractive					
Nilai total/Total score						
Nilai rata-rata/mean (x)						

Nama : _____

Jenis Kelamin : _____

Umur : _____

Kelas : _____

Instrument for Media Assessment for Students

Jawablah pertanyaan berikut dengan cara memberikan tanda silang (X) pada jawaban A, B, C, atau D yang adik-adik rasa paling benar. Jawaban adik-adik tidak akan berpengaruh dengan nilai adik-adik di sekolah.

1. Materi yang diajarkan oleh Pop Up book jelas.

- | | |
|-----------------|-----------------|
| a. Sangat benar | d. Salah |
| b. Benar | e. Sangat Salah |
| c. Ragu-ragu | |

2. Materi yang diajarkan oleh Pop Up book mudah dimengerti

- | | |
|-----------------|-----------------|
| a. Sangat benar | d. Salah |
| b. Benar | e. Sangat Salah |
| c. Ragu-ragu | |

3. Bahasa yang digunakan dalam Pop Up book jelas dan mudah dimengerti.

- | | |
|-----------------|----------|
| a. Sangat benar | b. Benar |
|-----------------|----------|



c. Ragu-ragu

e. Sangat Salah

d. Salah

4. Soal latihan yang ada pada Pop Up book sesuai dengan materi yang diajarkan.

a. Sangat benar

d. Salah

b. Benar

e. Sangat Salah

c. Ragu-ragu

5. Pop Up book membantu aku memahami pelajaran Bahasa Inggris.

a. Sangat benar

d. Salah

b. Benar

e. Sangat Salah

c. Ragu-ragu

6. Menurutku Pop Up book bagus.

a. Sangat benar

d. Salah

b. Benar

e. Sangat Salah

c. Ragu-ragu

7. Contoh soal yang ada dalam Pop Up book jelas dan menarik.

a. Sangat benar

d. Salah

b. Benar

e. Sangat Salah

c. Ragu-ragu



8. Petunjuk soal dan tugas dalam Pop Up book jelas dan menarik.

- a. Sangat benar
- b. Benar
- c. Ragu-ragu
- d. Salah
- e. Sangat Salah

9. Pop Up book membuatku bersemangat dalam belajar Bahasa Inggris.

- a. Sangat benar
- b. Benar
- c. Ragu-ragu
- d. Salah
- e. Sangat Salah

10. Gambar yang digunakan untuk menjelaskan pelajaran jelas.

- a. Sangat benar
- b. Benar
- c. Ragu-ragu
- d. Salah
- e. Sangat Salah

11. Menurutku Pop Up book menarik

- a. Sangat benar
- b. Benar
- c. Ragu-ragu
- d. Salah
- e. Sangat Salah

FIELD NOTES
L5 CLASS OF EFH 2013

Field Note 1

Meeting 1

Day : Monday

Date : July 1, 2013

Time : 10.30 – 12.00 a.m.

After opening ceremony, the researcher, collaborator (Ts) and followed by the students entered classroom. After they arrived at class, they sat at their chair, and then Ts greeted them. “*Hi, good afternoon, how are you today?*” They responded by saying, “*Good afternoon, I’m fine. Thanks. And you?*” The researcher answered, “*I’m good. Thanks*”. Then the Ts introduced their name. “Okay, before I ask your name, let me introduced our name, my name is Sintia Trisnandari. You can call me Miss Sintia. And he is Wahyu Aji Permana, you can call him Mr. Aji”

Ts asked the Ss to sit down and make a big circle. Then, Ts told and explained Ss about *My Name My Style game*. “Do you know *My Name My Style game*?” All Ss said, “No...”. “Okay then, let me tell you how to play the game. First, you have to stand up and tell your name, your nick name, and tell us where you go to school, but when you tell your name and so on, you have to use some style, then you have to tell your friend’s name beside you with his/her style. Do you understand? Okay, let us

give you example,” then Ts give them an example then they all played the game together.

After played the game, the Ts explained that they all were going to decorate the class. Before decorated the class, we held an election to choose the captain of the class, and after the election we got the captain, Ts distributed Ss’ diary book and nametag. Ts asked them to write their nickname to their own diary and nametag. Then, Ts asked them to stick the classroom decoration (clock, attendance board, board magazine, flag and bulletin board) at the wall, wrote their name on the attendance list, and put some stationery in the stationary desk and make a dustbin together. When they decorate the class, they looked busy and did their job together.

After all of the class decorations are stuck at the wall, Ts asked the Ss to make their own pop up diary book. Ts gave each of the Ss six pieces of carton paper and guided them to make those carton papers into a book, then Ts guided them to cover their diary with the white paper. However, the time is up, so they did not finish their book yet. The Ts told about the activity for the next day (Campus Grand Tour) and asked the Ss to prepare everything needed included camera. To close the lesson, the Ts asked one of the Ss to lead the prayer. Some of the Ss raised their hand and Ts chose one of them to lead the prayer. Then finally, we went home.

Field Note 2

Meeting 2

Day : Tuesday

Date : July 2, 2013

Time : 08.00 – 09.30 a.m.

11.00 - 12.00 a.m.

Some of Ss were in the class when the researcher (Teacher) came to the class. While we were waiting for others, some of the students asked the researcher to finish their pop up diary, then researcher helped them to cover their diary. The lesson began in the class at eight o'clock. Ts asked one of the Ss to lead the prayer. Ts greeted the Ss and sang *Hello* song. Then Ts took a roll call and give the emblem to Ss to stick in the attendance list. Ts asked them to stand up, saluted flag and sang Indonesia Raya song together.

Ts outlined the Ss about the activity that day; that was about Campus Grand Tour. Then Ts told and explained them about their missions during the Campus Grand Tour, there were two missions, the first one was individual mission, it was the *map labeling* game, but they had to find the label in some places first to complete their map and the second one was the team work challenge, it was the “*photographer wanna be*” game. Each of group should take some photos of the place that they should described in the next meeting. Ss listened carefully to the Ts' explanation about the mission of Campus Grand Tour.

During the tour, the Ss were explained about public places they saw. First place is SALC in the third floor of C13 building, then PLA building, and the Art Gallery. When the Ss arrived to Art Gallery, the place where they (one of the group) had to take some photos, the Ts told them to stop walking and told about the place. Ts asked them to go inside to the art gallery and take some photos and explained that place.

While the Ss arrived to the Museum Pendidikan, one of the committee told us that we could not get in to the museum, so Ts decided to put the label stickers in the front of museum then asked Ss to find them. However, before they searched the stickers one of the group went inside the museum to took some photos and complete their group mission. Then, they searched the stickers to complete their blind map. After that, the Ts and the Ss continued the tour until they arrived to Central Library. The Ss were asked to take a rest, ate their snacks while one of the group took some photos of central library. when some Ss took some photos at central library an the rest took a rest, Ts put another label stickers in the park near the Rectorat Hall, then Ts asked Ss to find those stickers. Then since the time was up, Ts and Ss were asked to go back to class.

In class, Ss stuck all of the stickers that they got during the Campus Grand Tour. There were two students who could complete the map, and they got the golden coin. Then, Ss were asked about the building they had seen. Some of them could tell correctly. After that the Ss were being told about the theme next day that was about *descriptive text*. They were asked to bring their camera and color pencils or crayon to

color their pop up book. They listened to Ts instructions carefully. As the closing, Ts asked one of the Ss to lead the prayer. Some of them raised hand and Ts chose one of them who didn't get turn yet. The Ss could lead the prayer and the rest followed as well. Then, they went home.

Field Note 3

Meeting 3

Day : Wednesday

Date : July 3, 2013

Time : 08.00 – 12.00 a.m.

The class was started after the Ts greeted the Ss by saying, "Good morning everyone..." and the Ss answered, "Good morning Miss Sintia, Good Morning Mister Aji...". Then Ts asked, "How are you today?". Some of them answered, "I'm fine...". "Good! Okay, Please sit down everyone." Ts asked them and the Ss followed the instruction. "Now, let's start our lesson today by praying. Who want to lead the prayer?" Ts asked. "Me..." some Ss shouted while raising their hand. Ts chose one of them who didn't get turn yet. Then, Ts took a roll call by called them one by one and gave them their emblem to be stuck in their attendance list. After that, the Ts asked the Ss to salute Indonesia flag together.

Ts asked Ss about building that they saw the previous day. Ss answered the Ts' questions correctly. Ts asked the students' experiences in the Campus Grand Tour and about the places that they saw when they had the Campus Grand Tour.

Then, Ts mentioned that day's activity while showing the Pop Up book (the first page). Ss read the first simple descriptive text in the Pop Up book (the second page) and learnt some vocabularies or the names of the buildings around campus (the third page of pop up book). Then, Ss learnt some preposition words using the pop up book (the fourth page) and learnt some adjective words using the pop up book (the fifth page). Ss focused on learning the use of "there is and there are" using the pop up book (the sixth page).

Then, Ts showed the map of public places in the campus (the seventh page). And Ss did the activity based on the picture that is provided by the teacher. Ss got another simple descriptive text from the teacher (last page). Ss read the text and do some assignments below the text.

As the time was nearly up, the Ts told Ss about activity for the next day, that was *barbecue*. Ts showed some pictures of barbecue tools, and Ss repeat Ts to pronounce the name of those tools. Ss could understand the explanation well. Then Ts outlined about barbecue and tasks that they should do in the barbecue, but Ss asked Ts to held the lottery to decide their individual job. Then, Ts asked one of them to lead a prayer, and then sang *good bye* song together to end the lesson.

Field Note 4

Meeting 4

Day : Thursday

Date : July 4, 2013

Time : 08.00 – 12.00 a.m.

Ts opened the class in Lamtoro Forest by said “Hello, good morning! How are you today?” and Ss answered “Good morning...I’m fine, thank you”. Ts asked “Are you happy today?” and Ss answered, “Yes!” Ts asked one of the Ss who hadn’t has turn to lead the prayer. Then, Ts took a roll call. “Who is absent today?” Ss answered, “No one, miss”. “Good!” Then, Ts asked the Ss to sing *Hello* song and then *greeting* song.

Since there was a problem because of the one of the students and his brother and sister (Ian, Ivan, and Naura) and while we were waiting for the sate, lontong and other tools that we needed, Ts invited the rest of Ss to play hockey pokey and Simon says game with the EL 5 B class. After the sate and lontong came, Ts guided all of the Ss to make barbecue and then divided Ss’ tasks. They were so busy to do the job. During the barbecue activity, Ss were able to cooperate with their friends in doing their tasks. Ts helped them to do their tasks and took some photos of them. One of them didn’t really like sate, so he didn’t eat his sate and gave his sate to is friends and eat together. After they finished eating, they washed their own plate, spoon and glass by their own guided by Ts.

After having barbecue activity, Ss looked tired and some of them did their own activity. Some of them were played game, and the other were just talked with their friends. Then Ts invited the Ss to play *Who am I?* game. Ss were explained the game rules and listened the explanation carefully, after all of the students understood we played the game. Ts gave the name of nouns or pronouns to the one of the Ss and the other Ss guessed that noun by asking nominal question, when one of them could answer that noun, they got one point. To end the day, Ts asked one of them to lead the prayer and then sang *good bye* song together.

Field Note 5

Meeting 5

Day : Friday

Date : July 5, 2013

Time : 08.00 – 11.00 a.m.

Ts and Ss say prayer together by asking one of the Ss to lead the prayer. Ts took a roll call and gave the attendance sticker or emblem to be stuck of each S on attendance board. Together with Ts, Ss saluted flag. After saluted the flag, Ts asked the Ss about their experiences in Barbeque. Ts asked what they did and how they feeling. Then, to enhance Ss enthusiasm, Ts asked the students to play an ice break game named Noun Ball game. After playing the game, Ts give a photo of barbeque to each student, then asked them to put their photos and their thanks latter to their friends in the popup group book, and decorated their books.

After the break, Ts asked about their photograph, but one of the groups didn't bring their camera, so one of the teachers accompanied them to take some pictures of FBS library as the substitute. After took some pictures, they back to the class. Then Ts asked all of the students to write a simple descriptive text about the public place that they should described. In group of three and four, Ss write a simple descriptive text, and printed out some photos that they like. After that, they put their descriptive text and those photos in their pop up group book, then they decorate their book with the crayon and color pencils.

Then, Ss continued to decorate their individual pop up book. They put some pictures of their activity lately and decorated their book together with some crayon and other coloring pencils. Before went home, Ts told about *Field Trip* on the next day. Ts told about what they should bring several times to ensure that the Ss could understand the instructions. After that, to close the class, Ts asked Ss to sing *good bye* song and prepare their bag, and then Ts asked one of the Ss to lead prayer.

Field Note 6

Meeting 6

Day : Saturday

Date : July 6, 2013

Time : 08.00– 12.00 a.m.

Kasongan Tour

The activity was started in class. Ts and Ss said prayer together led by one of them. Ts took a roll call and sing *greeting* song. After a while, Ts and Ss went to the park after all of them came and got in to the bus. During the journey, Ss sang several songs, such as *top of the world* song and *Pinocchio* song.

Arrived at Kasongan, Ss got some instructions about how to make clay from the instructors. Ts told about shape before they made the clay. Then, they practiced to make some clay. After they had done with their work, they did the tv presenting in the second floor.

Teachers give some instruction about how to open the show and the interview. Teachers gave some instruction about how to ask some questions as the interviewer. Students learnt some questions and asked some difficult questions. Teachers gave an example of how to interview someone. Then, students went to the second floor to ask the EL 6 class and senjun class while Ts recorded their performances.

Then, the committee asked to prepare to go back to the bus. After the bus arrived at campus, the time was so limited and the parents were waiting for the Ss, so Ts just been able to write the diary and close the class by praying and go home.

Field Note 7

Meeting 7

Day : Tuesday

Date : July 9, 2013

Time : 08.00 – 11.00 a.m.

Ts opened the class by doing morning routines: greeted the Ss and asked one of the Ss to lead the prayer, took a roll call and sang *greeting* song together. Then, Ts asked Ss to tell about their experiences on Field Trip the previous day. Some Ss told in Bahasa Indonesia, some others told in some words. Ts helped them to speak using some language functions in the form of recount text.

Ts showed the video when they did the TV presenting and asked them about how their and their friends' performances. Then Ts asked the Ss to choose which one who is the best presenter and also asked their reasons so they should learn from their friend.

After the break, Teachers lead the discussion about the topic. Teachers introduced the "Little Indian Boy" character by showing the pictures. Teachers showed the Little Indian Boy's map. Ts told the story about "Little Indian Boy" while used the pop up map. Then, asked some questions related to the story to check the children understanding.

After that, teachers acted out the story with a child and gave the Indian's headbands to all children. Then, acted out the story with all of the children. Teachers

divided the students into three groups, and students worked in groups to stick pictures of place in map. Then, the students lead by teacher to check their maps. Teacher acted out the activities in the story while drilling the expressions of describing activities. The students guessed what activities the teacher is doing. The students wrote numbers into the activities the teacher is doing.

Then, to close the class, Ts asked Ss to sing *good bye* song and prepare their bag, and then Ts asked one of the Ss to lead prayer.

Field Note 8

Meeting 8

Day : Wednesday

Date : July 10, 2013

Time : 08.00 – 11.00 a.m.

The class was started after the Ts greeted the Ss by saying, “Good morning everyone...” and the Ss answered, “Good morning Miss Sintia, Good Morning Mister Aji...” Then Ts asked, “How are you today?”. Some of them answered, “I’m fine...”. “Good! Okay, please sit down everyone.” Ts asked them and the Ss followed the instruction. “Now, let’s start our lesson today by praying. Who want to lead the prayer?” Ts asked. “Me...” some Ss shouted while raising their hand. Ts chose one of them who didn’t get turn yet. Then, Ts took a roll call by called them one by one and gave them their emblem to be stuck in their attendance list. After that, the Ts asked the Ss to salute Indonesia flag together.

After salute the flag, Ss played an ice breaking game named “Secret Message” game. Then Ts told a story about “Boy Who Cried Wolf”, Ss listen to the story carefully. Then, Ss and T discussed the moral value of the story and ask the students to give other examples. After that, Ts asked one children to be the boy, one wolf, four to be sheep, and four to be people and retold the story with the students playing their parts. Then, Ss had the Jump up word game (Gave each student one or two words from the story. Every time they hear their words they jump up and sit down). Then, Ts gave a dialogue of each character of the story. Ss read the dialogue with the Ts’ guidance and acted the story out to practice their closing performance. Ss acted the story out while wear masks and properties of each characters that they played.

As the time was nearly up, the Ts told Ss about activity for the next day, that was general rehearsal. Ts asked Ss to practice their dialogue of that story. Then, Ts asked one of them to lead a prayer, and then sang *good bye* song together to end the lesson.

Field Note 9

Meeting 9 / General Rehearsal

Day : Thursday

Date : July 11, 2013

Time : 08.00 – 11.00 a.m.

The activity was started in the Auditorium of Yogyakarta State University. Ts and Ss said prayer together led by one of them, and then took a roll call. Then, the

committee asked the Ts and Ss to wait a moment until they got their turn to the general rehearsal. While Ts and Ss were waiting their turn, Ts asked the Ss to finish their individual Pop Up book. Ss put some photos of their last activities in the class, write some comments and decorated the book with crayons and other coloring pencils.

After a while, some Ss practiced their dialogue of the story. Then, the committee asked the Ss to practice their performance on the stage. Ss acted the story out seriously. Then, after finished the performance, Ts told them to keep practice the dialogue at home and asked them to come earlier tomorrow for the preparation of the performance.

REFLECTION

L5 CLASS OF EFH 2013

Reflection 1

Meeting 1

Day : Monday

Date : July 1, 2013

Time : 10.30 – 12.00 a.m.

When we played game *My Name My Style game*, all the Ss listened the instruction and the explanation carefully. In the first time, they looked shy when they show their style, but Ts tried to make them more confidence by give them some examples of styles, only then they were more confidence and so excited. After played the game we held an election to choose the captain of the class, there were five students who wanted to be a captain of our class, and at last there was Felita who chosen as the Captain. Then, Ts distributed Ss' diary book and nametag and asked them to write their name, some of the students who never participated EFH program were so excited.

Then, Ts asked them to decorate the class and stuck the classroom decoration (clock, attendance board, board magazine, flag and bulletin board) at the wall, wrote their name on the attendance list, and put some stationery in the stationary desk and make a dustbin together. When they decorate the class, they really enjoyed that activity especially when they decided that their class theme was a Spy Kids class.

After all of the class decorations are stuck at the wall, Ts asked the Ss to make their own pop up diary book. They looked the Ts' instruction and examples carefully. They tried to do what the Ts did, they really enjoyed that activity. However, the time is up, so they did not finish their book yet.

Reflection 2

Meeting 2

Day : Tuesday

Date : July 2, 2013

Time : 08.00 – 09.30 a.m.

11.00 - 12.00 a.m.

When the Ts asked the Ss to song *Hello* song, they looked uncurious. Then Ts made some modifications to make that song more interesting for them, Ts put some movements when they sang the song. Then finally they enjoyed that song. In the morning routines, they asked to stick their emblems to the attendance list to check their attendance. They looked so excited because they felt like the real spy kids. Then Ts asked them to stand up, saluted flag and sang Indonesia Raya song together. Ts outlined the Ss about the activity that day; that was about Campus Grand Tour. When Ts told and explained them about their missions during the Campus Grand Tour, Ss listened carefully to the Ts' explanation and looked so excited and impatient to do those missions.

During the tour, the Ss were explained about public places they saw. They looked so excited when they did those missions. And when they searched the stickers for their individual mission or to complete their blind map, they looked so enthusiasm. They kept searching the stickers even the time was up. While when they did their second mission or group mission, they did that mission so serious and took so many photos.

In the class, Ss stuck all of the stickers that they got during the Campus Grand Tour. They did that job seriously, they even tried to barter their stickers with their friends' stickers when they had same stickers. There were two students who could complete the map, and they got the golden coin. They are so happy and kept that golden coin carefully. Then, Ss were asked about the building they had seen. Some of them could tell correctly and enthusiasm. After that the Ss were being told about the theme next day that was about *descriptive text*. They were asked to bring their camera and color pencils or crayon to color their pop up book. They listened to Ts instructions carefully. As the closing, Ts asked one of the Ss to lead the prayer. Some of them raised hand and Ts chose one of them who didn't get turn yet. The Ss could lead the prayer and the rest followed as well. Then, they went home.

Reflection 3

Meeting 3

Day : Wednesday

Date : July 3, 2013

Time : 08.00 – 12.00 a.m.

When the class was started, Ts asked one of the Ss to lead the prayer, and more than five Ss shouted and raised their hand. They looked so excited to lead the prayer, then Ts chose one of them who didn't get turn yet. Then, Ts took a roll call by called them one by one and gave them their emblem to be stuck in their attendance list. After that, the Ts asked the Ss to salute Indonesia flag together.

Ts asked Ss about some buildings that they saw and their experiences when they had Campus Grand Tour in the previous day. Ss answered the Ts' questions enthusiastic and loudly. Then, Ts mentioned the material while showing the reading Pop Up book. Ss looked so excited and really interested with the Pop Up book, especially when they found missions at the Pop Up book. They tried to answer and did each mission enthusiastically.

As the time was nearly up, the Ts told Ss about activity for the next day, that was *barbecue*. Ts showed some pictures of barbecue tools, and Ss repeat Ts to pronounce the name of those tools. Ss could understand the explanation well. Then Ts outlined about barbecue and tasks that they should do in the barbecue, but Ss asked Ts to held the lottery to decide their individual job. Since it was a lottery, they

felt it was fair and they felt happy got their job for barbecue. Then, Ts asked one of them to lead a prayer, and then sang *good bye* song together to end the lesson.

Reflection 4

Meeting 4

Day : Thursday

Date : July 4, 2013

Time : 08.00 – 12.00 a.m.

When we just started our class at UNY Park, there was a problem because of the one of the students and his brother and sister (Ian, Ivan, and Naura), the other students were distracted by them, then Ts invited the rest of Ss to play hockey pokey and Simon says game with the EL 5 B class. In the first time, they felt uncurious especially because Ts decided to merge the class with class EL 5 B but then they looked enjoy the game. After the sate and lontong came, Ts guided all of the Ss to make barbecue and then divided Ss' tasks. They were so excited to do the job. During the barbecue activity, Ss were able to cooperate with their friends in doing their tasks.

After having barbecue activity, Ts invited the Ss to play *Who am I?* Game. Ss were explained the game rules and listened the explanation carefully, after all of the students understood we played the game. They looked so excited and enjoyed the game. To end the day, Ts asked one of them to lead the prayer and then sang *good bye* song together.

Reflection 5

Meeting 5

Day : Friday

Date : July 5, 2013

Time : 08.00 – 11.00 a.m.

After said prayer together, took a roll call and gave the attendance sticker or emblem to be stuck of each S on attendance board. Ss with Ts saluted flag, but Ss looked not enthusiasm. Then, to enhance Ch enthusiasm, Ts asked the students to play an ice break game named Noun Ball game. Ss looked enthusiasm when played the game.

Then, Ts give a photo of barbeque to each student, then asked them to put their photos and their thanks latter to their friends in the popup group book, and decorated their books. Some of them looked very enthusiasm when decorated their pop up book.

After the break, Ts asked all of the students to write a simple descriptive text about the public places around campus. They looked little bit confused when they wrote that text, then Ts helped them. In group of three and four, Ss write a simple descriptive text, and printed out some photos that they like. They choose their photos by themselves. After that, they put their descriptive text and those photos in their pop up group book, and then they decorate their book with the crayon and color pencils. They looked so excited and really enjoyed that activity, especially when they put the

photos in their pop up book and decorated it. They tried to decorate that book with many color and many decoration.

Field Note 6

Meeting 6

Day : Saturday

Date : July 6, 2013

Time : 08.00– 12.00 a.m.

The activity was started in class. After said prayer, took a roll call and sing *greeting* song in the class, Ts and Ss went to the park and got in to the bus. During the journey, Ss sang several songs, such as *top of the world* song and *Pinocchio* song, they looked very happy and enthusiasm.

Arrived at Kasongan, Ss got some instructions about how to make clay from the instructors. Then, they practiced to make some clay. They looked very enthusiasm and happy. After they had done with their work, they did the TV presenting in the second floor, asked the EL 6 class and senjun class. When did the TV presenting, they looked very nervous and shy, especially when they had to ask some of their senior. Then, the committee asked to prepare to go back to the bus.

Reflection 7

Meeting 7

Day : Tuesday

Date : July 9, 2013

Time : 08.00 – 11.00 a.m.

After did the morning routines, Ss tell their experiences on Field Trip the previous day enthusiastically. Although, some Ss told their experiences in Bahasa Indonesia. Ts showed the video when they did the TV presenting and asked them about how their and their friends' performances. Then Ts asked the Ss to choose which one who is the best presenter and also asked their reasons so they should learn from their friend.

After the break, Ts told the story about "Little Indian Boy" while using the Pop Up map and did some follow up activities. They looked so interested with the Pop Up map, they listened to the story enthusiastically. Then, to close the class, Ts asked Ch to sing *good bye* song and prepare their bag, and then Ts asked one of the Ch to lead prayer.

Reflection 8

Meeting 8

Day : Wednesday

Date : July 10, 2013

Time : 08.00 – 11.00 a.m.

After did the morning routines, Ss played an ice breaking game named “Secret Message” game enthusiastically. Then Ts told a story about “Boy Who Cried Wolf”, all Ss pay their attention on the story told by Ts. Then they read the dialogue of each character seriously. Then after break, Ss acted the story out enthusiasm, especially because they wear masks and properties of each character that they played.

Reflection 9

Meeting 9 / General Rehearsal

Day : Thursday

Date : July 11, 2013

Time : 08.00 – 11.00 a.m.

The activity was started in the Auditorium of Yogyakarta State University. After said prayer and took a roll call. Ts asked the Ss to finish their individual Pop Up book. Ss put some photos of their last activities in the class, write some comments and decorated the book with crayons and other coloring pencils. They looked very enthusiasm with their work and decorate their book as good as possible. When Ss

practiced their performance on the stage, Ss acted the story out seriously, although there are many other students watched their performance and there was really noisy.

A. INSTRUMENT FOR MEDIA ASSESSING BY THE CONTENT EXPERT

Kepada Yth.

Bapak/Ibu responden

Dengan Hormat,

Saya mahasiswa Program Studi Jurusan Pendidikan Bahasa Inggris Fakultas Bahasa Dan Seni Universitas Negeri Yogyakarta sedang melaksanakan penelitian skripsi dengan Judul **“Developing Pop Up Media for EL Five Participants of English for Holidays Program of Yogyakarta States University”**. Saya sangat mengharapkan kesediaan Bapak/Ibu untuk mengisi kuesioner ini. Partisipasi dan bantuan Bapak/Ibu sangat bermanfaat dalam memberi masukan yang berarti dalam penelitian ini. Saya sangat berterimakasih atas kesediaan dan partisipasi Bapak/Ibu dalam meluangkan waktu untuk mengisi kuesioner ini.

Atas perhatian dan kerja sama Anda, saya ucapkan terima kasih.

Hormat saya,

Sintia Trisnandari - NIM 09202241005

Data Responden

Nama :

Institusi :

Petunjuk Pengisian

1. Bacalah dengan seksama setiap pertanyaan sebelum menjawab
2. Saudara hanya dapat memberi satu pilihan jawaban dari setiap pertanyaan
3. Berilah tanda centang (✓) pada jawaban yang menurut anda paling sesuai, dengan ketentuan sebagai berikut :
1 = sangat kurang (very poor)
2 = kurang (poor)
3 = cukup (fairly)
4 = baik (good)
5 = sangat baik (very good)

Put a tick (v) in the appropriate box

1. Goals Aspects

No	Statement	1	2	3	4	5
1.	The media being developed are appropriate to the indicators and course grid.					
2.	The media being developed are appropriate to children's needs.					
3.	The media being developed are appropriate to children's language acquisition's level.					
4.	The media being developed encourage children to learn communicatively.					
5.	The media being developed related to daily life.					

2. Activities Aspect

No	Statement	1	2	3	4	5
1.	The activities on the tasks encourage children to communicate in English.					
2.	The activities are interesting.					
3.	The activities are varies and not monotonous.					
4.	The media being developed include macro skills.					
5.	The media being developed include activities to understand certain language functions.					
6.	The media being developed include activities that apply understanding in certain language functions.					
7.	The activities in are well developed based on the topics.					
8.	The activities stimulate works of the left and right brain (through music, coloring, listening, speaking, painting, sticking, moving, etc.).					
9.	The tasks are developed from the easier to more difficult tasks.					
10.	The activities are done inside and outside of the classroom.					

3. Setting Aspect

No	Statement	1	2	3	4	5
1.	The activities cover several settings in class (individuals, pairs, groups, whole class).					
2.	The activities in individual tasks are able to encourage children to be independent.					
3.	The activities in pairs, groups and whole class tasks are able to increase children's communicative competence.					

4. Layout Aspect

No	Statement	1	2	3	4	5
1.	The media arranged orderly.					
2.	The orders of materials in the media well organized and easy to be followed.					
3.	The layout being developed interesting.					
4.	The layout easy to be understood.					
5.	The size and font in the texts clear and interesting.					
6.	The layout is clear and not too complex.					
7.	The illustrations in the tasks are interesting.					
8.	The colour of the pictures and illustrations are interesting.					

Comments and suggestions for revision

No.	Revision Target	Description	Suggestion
1.			
2.			
3.			
4.			
5.			

Conclusion:

This media is considered to be *)

1. Feasible to apply without revision
2. Feasible to apply with suggested revision
3. Less feasible to apply

*) circle one of the statements

The First Interview Transcript

Respondent :

The teacher of EL Five of English for Holidays program

Ika Fathin

Researcher (R)

Teacher (T)

R : Good morning miss Ika? How are you today?

T : Good morning. I'm good. How are you?

R : I fine thank you. So, miss Ika, Can I ask some questions about EFH and your class in the last year, 2012?

T : Yes offcourse.

R : Then, my first question is which class did you teach in EFH?

T : I taught in EL 5B in the 2012.

R : Well, so according to your opinion, how the characteristics of the participants in your class?

T : They were active students, smart, and cheerful. But some of them were easily to get bored.

R : Are there any problems that you found when you taught them?

T : Yes, some children are distractive, some of them are trouble makers, they made noises and run in the class. But my friend and I try to solve those problems; we try to create an interesting learning in the class.

R : What were you do when you could not handle your students?

T : When they were too noisy, and we got difficulties to handle them, we need to think more about what kind of media and activities that really appropriate with them. Then we must be prepared with another media, material or activities so we didn't only prepare one activity in the classroom, we also prepare another media for examples, cards, pictures.

R : My next question is about the theme that changed in every year, is that materials and activities you used were followed the theme of EFH?

T : Yes, we followed the theme of EFH, about disaster.

R : And did you found any difficulties to make appropriate material?

T : Well I don't think that is a difficulty, however I think that's challenging, I and my friend as the material developers should browse and cooperate to discuss the materials.

R : As the materials developers, did you find any problems when you made the materials? Then, what kind of considerations to adjust the materials?

T : Yes, we adjusted the materials with the activity and also the theme, in the year of 2012 is disaster. I got difficulties in looking for the appropriate materials related to disaster. And then about how to develop the right activity in the class then I have consultation with Mrs. Nury then I got the solution.

R : How about the media that you used in the class? What kind of media that you used to teach your class?

T : The media that I used, for examples, pictures, flash cards, posters, LCD to presented movies and some videos.

R : How the students respond about your media that you used in the class?

T : Some of them were happy to be learn by using media, but when they were too noisy, we got difficulties to handle them, so we need to think more about what kind of media that really appropriate with them. Then we must be prepared with another media so we didn't only bring one media in the classroom, we also prepare another media for examples, cards, pictures.

R : Is there any problems when you decide the media that you would use in your class?

T : In my opinion, we need to adjust the material with the students need and the learning situation, sometimes, we need more than one instructional medium. We must be ready with others media or activities for our students, so we can handle our students.

R : How about the method that you used when you teach? What approaches and activities you used in your classroom?

T : Mostly, we used TPR, and communicative approach. But sometimes, we held discussion activity after we watched movie or some videos.

R : In your opinion, what should the next EFH teachers prepared to teach the EFH participants?

T : I think, for the next teachers who will teach EFH for the next year they must be prepared with interesting materials, activity and also be prepared with many kinds of media.

The Second Interview Transcript

Respondent :

The teacher of EL Six of English for Holidays program

Hesti Wijaya

Researcher (R)

Teacher (T)

R : Good morning miss Ika? How are you today?

T : Good morning. I'm good. How are you?

R : I fine thank you. So, miss Ika, Can I ask some questions about EFH and your class in the last year, 2012?

T : Yes offcourse.

R : Then, my first question is which class did you teach in EFH?

T : I taught in EL 5B in the 2012.

R : According to your opinion, how the characteristics of the participants in your class?

T : Very different. Smart but talkative, medium-smart but so calm, or smart/not but so shy. However, they all still wanted to learn and to be able to perform the tasks given by the teachers.

R : Are there any problems that you found when you taught them?

T : Yes. Some of them, especially the boys, were so active while the girls mostly tended to be shy & silent.

R : What were you do when you could not handle your students?

T : We challenged them to sing together/ asked them to help us (the teachers) to create or prepare the media/ played them a movie/ simply asked them to take a rest or sleep for a while.

R : What approaches and activities you used in your classroom?

T : We used GBA, communicative approach, and affective-humanistic approach. mostly we asked them to work in pairs/groups and we made sure that each pair/group consisted of students with different level of competencies so there were no group dominated the activities.

R : Is that materials and activities you used were followed the theme of EFH?

T : Generally yes.

R : As the materials developers, what kind of considerations to adjust the materials?

T : The Ss' level of literacy and competency, their interest, needs, lacks and wants.

R : What media that you used to teach your class?

T : Pictures, e.g.: to teach direction, to show the shapes of certain things, Powerpoint, Songs, videos, movies, Realia, Digital camera to record the Ss' speaking performances (MC-ing & news reporting), Laptop, we divided the Ss' in three groups and lent a laptop to each group to create their own presentation using powerpoint.

R : Is there any problems when you decide the media that you would use in your class?

T : No.

R : In your opinion, what should the next EFH teachers prepared to teach the EFH participants?

T : In the first meeting, it is better not to use to teach the Ss directly. Instead, the teachers need to build a good rapport to the Ss and find their characteristics, needs, lacks, and wants. Then, the findings must be used as the groundwork of the lesson plans, the TL process, and the use of the media that suit the theme of the next EFH

The Third Interview Transcript

Respondent :

The teacher of EL Six of English for Holidays program

Hadrian Priangga

Researcher (R)

Teacher (T)

R : Good afternoon mister Angga? How's your day?

T : Good afternoon miss Sintia. I'm doing good. How are you?

R : I fine thank you. So, mister Annga, I need your help to answer some questions about about EFH and your class in the last year, 2012? Is that allright?

T : Yes offcourse.

R : Mr. Angga, which class did you teach in EFH?

T : I taught in EL 6.

R : According to your opinion, how the characteristics of the participants in your class?

T : They are smart and curious children, but they easy to get borred, and passive.

R : Are there any probems that you found when you taught them?

T : yes, the activities sometimes make them feel bored though we make used technology in the class. They are not active learners therefore the teacher should persuade them first.

R : What were you do when you could not handle your students?

T : We usually changed the activities, sing a song, playing games, or watching videos.

R : What approaches and activities you used in your classroom?

T : We used CLT, sing a song or our theme song, they really lie to sing that song. Then we mostly ask them to do task and also practice a lot in speaking, like tv presenting or interview.

R : Is that materials and activities you used were followed the theme of EFH?

T : Yes, of course, we try to followed the theme of EFH in the materials and activities. Then we also gave them an appropriate activities for them, according to the EFH activities. For example, they learnt about giving direction when they were doing the Campus Grand Tour, and TV presenting when they were doing the Field Trip, and also we asked them to make a simple procure text.

R : As the materials developers, what kind of considerations to adjust the materials?

T : Firstly, I and my friend made the materials and activities depended on their ages. Then we also thought about the theme of EFH.

R : What media that you used to teach your class?

T : Mostly we used videos, pistures, and realia.

R : Is there any problems when you decide the media that you would use in your class?

T : Yes, because sometimes the LCD is not composable, the instructions on the videos are quite fast and not easy to follow, the quality of the pictures is not good sometimes.

R : In your opinion, what should the next EFH teachers prepared to teach the EFH participants?

T : The media should be adjusted well with the theme, the durability of the media, the media should be attractive and interesting because they are easy to get bored.

Surat Keterangan

Yang bertandatangan dibawah ini

Nama : Ani Setyaningsih, S. Pd.
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Telah melakukan revies produk berupa media pembelajaran sebagai hasil penyusunan skripsi yang berjudul “Developing Pop Up Media for EL Five Participants of English for Holidays Program of Yogyakarta States University” dan menyatakan media pembelajaran siap untuk diuji coba.

Demikian surat keterangan ini kami buat untuk dapat dipergunakan sebagaimana mestinya

Yogyakarta, 30 September 2013

Ahli Materi

Ani Setyaningsih, S.Pd.
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Yogyakarta,

Ahli PopUP

(nama)

(nip)

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Guru Bahasa Inggris

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The boy students make their writing Pop Up group book. They put some photos of place that they have to describe in their book.



The other students decorate their book with some color pencils and crayon.



All of the students are enjoying their time to decorate their activities of “Little Indian Boy” map decorating.



The students decorate their map with the water colour by using their hand.



All of the students listen to the “Boy Who Cried Wolf” story while look at the picture of Pop Up Story Book.



Before they role playing the story, they listen to the story of “Boy Who Cried Wolf” carefully.